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Annual Meeting

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Twenty-third  
and Nineteen



PROCEEDINGS  
OF THE  
Twenty-Sixth Annual Meeting  
OF THE  
INTERNATIONAL  
KINDERGARTEN UNION



BALTIMORE, MD.  
May Nineteenth to Twenty-third  
Nineteen Hundred and Nineteen



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I. K. U. Correspondent, Miss Jessie A. Cantwell, 946 E. 44th St., Chicago.

Chicago Public School Kindergarten Association—150 Members.

President, Miss Louise Goodhue, 245 Linden Ave., Wilmette.

Secretary, Miss Josephine Peck, 4040 Prairie Ave., Chicago.

I. K. U. Correspondent, Miss Margaret M. Benson, 5222 University Ave., Chicago.

Fellowship Club of Chicago Kindergarten Institute—200 Members.

President, Miss Helen G. Dwyer, 701 Rush St., Chicago.

Secretary, Miss Grace Kee, 515 Barry Ave., Chicago.

Kindergarten Alumnae Association, School of Education, University of Chicago—25 Members.

President, Miss Isabella Compton, 6025 Dorchester Ave., Chicago.

Secretary, Miss Mabel G. Hicks, Schuyler, Neb.

National Kindergarten and Elementary College Alumnae Association—150 Members.

President, Miss Lucy I. Schaffner, 610 Fullerton Parkway, Chicago.

Secretary, Miss Mary Strachan, 6008 Princeton Ave., Chicago.

I. K. U. Correspondent, Miss Anne G. Williams, 4722 St. Lawrence Ave., Chicago.

Pestalozzi-Froebel Kindergarten Training School Alumnae—190 Members.

President, Miss Margaret Benson, 5222 University Ave., Chicago.

Secretary, Mrs. Kirtley, 803 Monroe St., Evanston.

I. K. U. Correspondent, Miss Laura Hassenstein, 616 S. Michigan Blvd., Chicago.



## **Peoria**

### **Peoria Kindergarten Club—22 Members.**

President, Miss Loraine G. Jaeger, 705 Second Ave., Peoria.

Secretary, Miss Lucy B. Way, 814 N. Glen Oak Ave., Peoria.

I. K. U. Correspondent, Miss Lucy B. Way, 814 N. Glen Oak Ave., Peoria.

## **Quincy**

### **Kindergarten Mothers' Club of Cheerful Home Settlement—26 Members.**

President, Mrs. Agnes Coffman, 615 Jersey St., Quincy.

Secretary, Mrs. Agnes Stewart, 638 Spruce St., Quincy.

I. K. U. Correspondent, Mrs. Agnes Stewart, 638 Spruce St., Quincy.

## **Riverside**

### **Kindergarten Extension Association—17 Members.**

President, Mrs. Queene Ferry Coonley, Riverside.

Secretary, Miss Lucia Morse, Riverside.

I. K. U. Correspondent, Miss Lucia Morse, Riverside.

## **INDIANA**

## **Fort Wayne**

### **Fort Wayne Kindergarten Association—27 Members.**

President, Miss Esther Erickson, 2429 Miner St., Fort Wayne.

Secretary, Miss Irma Hutzell, 1103 Berry St., W., Fort Wayne.

I. K. U. Correspondent, Miss Phyllis H. Randall, 917 College St., Fort Wayne.

## **Indianapolis**

### **Teachers' College of Indianapolis.**

President, Mrs. Eliza A. Blaker, 23rd and Alabama Sts., Indianapolis.

## **Richmond**

### **Richmond Branch of I. K. U.—13 Members.**

President, Miss Mary L. Jay, 122 N. 11th St., Richmond.

Secretary, Miss Sarah J. Williams, 215 N. 6th St., Richmond.

## **South Bend**

### **South Bend Kindergarten Training School Alumnae Association—112 Members.**

President, Miss Katherine A. Hull, 118 S. William St., South Bend.

Secretary, Miss Clara Brown, 318 Park Ave., Mishawaka.

I. K. U. Correspondent, Miss Bess Carpenter, 410 Manitou Place, South Bend.

## **IOWA**

### **Iowa State Kindergarten Association—60 Members.**

President, Miss Henrietta Harkin, 2007 Fourth Ave., Cedar Rapids.

Secretary, Miss Irene Hirsch, Drake University, Des Moines.

I. K. U. Correspondent, Miss Miriam C. Hoover, Fort Dodge.

## **Cedar Rapids**

### **Cedar Rapids Kindergarten Club—25 Members.**

President, Miss Elizabeth Bingham, Kenwood Park.

Secretary, Miss De Foy Goudy, 854 First Ave., Cedar Rapids.

## **Des Moines**

### **Des Moines Froebel Association—75 Members.**

President, Miss Agnes Jennings, 725 15th St., Des Moines.

Secretary, Miss Henrietta Blessin, 1418 E. 9th St., Des Moines.

I. K. U. Correspondent, Miss Henrietta Blessin, 1418 E. 9th St., Des Moines.

## KENTUCKY

### Lexington Kindergarten Association—15 Members.

President, Miss Elizabeth Waller, 750 S. Limestone St., Lexington.  
Secretary, Miss Carrie A. Blackburn, 355 S. Broadway Park, Lexington.

I. K. U. Correspondent, Miss Carrie A. Blackburn, 355 S. Broadway Park, Lexington.

### Louisville

### Louisville Kindergarten Alumnae Club—28 Members.

President, Miss Theodora Kemnitz, 4307 W. Broadway, Louisville.  
Secretary, Miss Sarah Mount, La Grange, Kentucky.

I. K. U. Correspondent, Miss Susan Speed, 1239 S. 2nd St., Louisville.

## LOUISIANA

### New Orleans

### New Orleans Kindergarten Club—25 Members.

President, Miss Louisa Thilborger, 7726 Jeannette St., New Orleans.  
Secretary, Miss Irma Kursheedt, 2421 Napoleon St., New Orleans.

I. K. U. Correspondent, Miss Jessie Cooper, 4137 Prytania St., New Orleans.

### New Orleans Normal School Kindergarten Alumnae—50 Members.

President, Mrs. Penelope A. Guardia, 1127 Pine St. Drive, New Orleans.

Secretary, Miss Josie T. Martin, 7041 Freret St., New Orleans.

## MAINE

### Maine Kindergarten Association—92 Members.

President, Miss Nellie E. Brown, 29 James St., Bangor.  
Secretary, Miss Grace E. Glass, 29 James St., Bangor.

I. K. U. Correspondent, Miss Nellie E. Brown, 29 James St., Bangor.

## MARYLAND

### Maryland Association for Kindergarten Extension—23 Members.

President, Miss Stella A. McCarty, Goucher College, Baltimore.  
Secretary, Mrs. Frank M. Dare, 1008 Arlington Ave., Baltimore.

### Baltimore

### Affordby Alumnae Association—35 Members.

President, Mrs. E. R. Myers, Orkney Rd., Govans, Md.  
Secretary, Miss Helen L. Moul, 732 Dolphin St., Baltimore.

### Baltimore Kindergarten Club—72 Members.

President, Miss Katherine V. Hopper, 3708 Duvall Ave., Mt. Alto, Baltimore.

Secretary, Miss Jean McKenzie, 1431 Park Ave., Baltimore.

I. K. U. Correspondent, Miss Sue Collins, 712 Newington Ave., Baltimore.

## MASSACHUSETTS

### Berkshire County Kindergarten Club—25 Members.

President, Miss Edith C. Rice, 118 Bradford St., Pittsfield.  
Secretary, Miss Margaret Guinan, North Adams.

I. K. U. Correspondent, Miss Edith C. Rice, 118 Bradford St., Pittsfield.

## **Boston**

### **Boston Froebel Club—82 Members.**

President, Miss Frances Tredick, 100 Riverway, Boston, Mass.

I. K. U. Correspondent, Miss Alice Wyman, 22 Mason Terrace, Brookline, Mass.

### **Boston Normal School Kindergarten Club—92 Members.**

President, Mrs. Willena Browne Reed, Sea View Ave., Winthrop, Mass.

Secretary, Miss Alice G. Dickey, 43 Pearl St., Charlestown, Mass.

I. K. U. Correspondent, Miss Lucy E. Low, 30 Dunreath St., Roxbury, Mass.

### **Laura Fisher Alumnae Association—39 Members.**

President, Miss Mildred Hammond, 44 Waverly St., Brookline, Mass.

Secretary, Miss Julia Dyke, 18 Fessenden St., Mattapan, Mass.

### **Garland Kindergarten Alumnae Association—284 Members.**

President, Mrs. Oliver Pope, 56 Allston St., Allston, Mass.

Secretary, Miss Leonice S. Morse, 2 Wellington Terrace, Brookline, Mass.

### **Page Kindergarten Alumnae Association—79 Members.**

President, Miss Grace S. White, 361 Main St., Wakefield, Mass.

Secretary, Miss B. Schriftgiesser, 225 Harold St., Roxbury, Mass.

### **Perry Kindergarten Normal Alumnae—140 Members.**

President, Mrs. Ralph Phillips, 15 Regent Circle, Brookline, Mass.

Secretary, Miss Maria Whittredge, 55 Center St., Dorchester, Mass.

I. K. U. Correspondent, Miss Maria Whittredge, 55 Center St., Dorchester, Mass.

### **Lucy Wheelock Kindergarten Alumnae Association—600 Members.**

President, Miss Frances M. Tredick, 100 Riverway, Boston, Mass.

Secretary, Mrs. Maude Cushing Nash, 19 Harris St., Brookline, Mass.

I. K. U. Correspondent, Mrs. Maude Cushing Nash, 19 Harris St., Brookline, Mass.

### **Symonds Kindergarten Alumnae Association—135 Members.**

President, Mrs. Henry W. Farquhar, 59 Park Ave., Winthrop, Mass.

Secretary, Mrs. F. A. Leavitt, 166 Tappan St., Brookline, Mass.

I. K. U. Correspondent, Mrs. F. A. Leavitt, 166 Tappan St., Brookline, Mass.

## **Brookline**

### **Brookline Kindergarten Association—18 Members.**

President, Miss Sophy E. Butler, 134 Middlesex Circle, Brookline,

Secretary, Miss Annie B. Winchester, Washington St., Brookline.

I. K. U. Correspondent, Miss A. B. Winchester, 336 Washington St., Brookline.

## **Cambridge**

### **Cambridge Kindergarten Association—35 Members.**

President, Miss Florence Rice, 64 Roseland St., Cambridge.

Secretary, Mrs. Lillian S. Boothe, Wellington School, Columbia St., Cambridge.

## **Fall River**

### **Fall River Froebel Society—41 Members.**

President, Miss Maud Buffington, 915 Rock St., Fall River.

Secretary, Miss Miriam E. Bagshaw, 406 Pearce St., Fall River.

I. K. U. Correspondent, Miss Caroline L. Gee, 188 Hanover St., Fall River.

### **Holyoke**

Holyoke Kindergarten Club—19 Members.

President, Miss Grace Sullivan, 241 Maple St., Holyoke.

Secretary, Miss Norma Dreicom, 44 Washington Ave., Holyoke.

### **Lowell**

Devereaux Kindergarten Alumnae Association—40 Members.

President, Miss Ella M. Penn, 31 Sanders Ave., Lowell.

Secretary, Miss Helen W. Noyes, 102 Butman Rd., Lowell.

### **New Bedford**

New Bedford Kindergarten Club—12 Members.

President, Mrs. Mary H. French, 483 County St., New Bedford.

Secretary, Miss Harriet L. Shafter, 156 Chestnut St., New Bedford.

I. K. U. Correspondent, Miss Josephine B. Stuart, Asst. Supt. of Schools, New Bedford.

### **Springfield**

Springfield Kindergarten Club—62 Members.

President, Miss Anna T. Shaw, 282 Pine St., Springfield.

Secretary, Miss Heled O. Stone, 21 Princeton St., Springfield.

I. K. U. Correspondent, Miss Ethel Graves, 33 Mattoon St., Springfield.

Springfield Kindergarten Training School—23 Members.

(Associate Branch.)

Secretary, Miss Clare McMahon, 63 Sheridan St., Chicopee Falls, Mass.

I. K. U. Correspondent, Miss Rhoda May, 124 Bloomfield St., Springfield.

Twichell Alumnae Association—125 Members.

President, Miss Edith R. Gould, 24 Washington Blvd., Springfield.

Secretary, Miss Emily L. Carpenter, 88 Massachusetts Ave., Springfield.

I. K. U. Correspondent, Miss Anna L. Johnson, 104 Marengo Park, Springfield.

### **Worcester**

Worcester Kindergarten Club—36 Members.

President, Miss Adelle P. Emerson, 112 June St., Worcester.

Secretary, Miss Emma Batty, 55 Oread St., Worcester.

I. K. U. Correspondent, Miss Fannie M. Hamilton, 18½ Northampton St., Worcester.

## **MICHIGAN**

### **Alma**

Froebel Society—29 Members.

President, Miss Eleanor Currie, Wright Hall, Alma.

Secretary, Miss Marguerite Dyer, Wright Hall, Alma.

I. K. U. Correspondent, Miss Marguerite Conyne, Wright Hall, Alma.

### **Detroit**

Detroit Kindergarten Union—200 Members.

President, Miss Gilberte Holt, 161 Burlingame Ave., Detroit.

Secretary, Miss Bertha E. Arms, 194 Englewood Ave., Detroit.

### **Grand Rapids**

Grand Rapids Kindergarten Club—75 Members.

President, Miss Jessie Deuel, 635 Kellogg St., S. E., Grand Rapids.

Secretary, Miss Mary E. McCormack, 327 Hogadone Ave., S. W., Grand Rapids.



#### **Highland Park**

**Highland Park Kindergarten Club—12 Members.**

President, Miss Evangeline Van Nest, 151 Tuxedo, Highland Park.

Secretary, Miss Florence Dickerson, 559 Townsend Ave., Detroit.

#### **Kalamazoo**

**Kalamazoo Kindergarten Club—21 Members.**

President, Miss Adeline Bacigalups, 545 Pine St., Kalamazoo.

Secretary, Miss Miriam H. Brubaker, 502 Woodward Ave., Kalamazoo.

I. K. U. Correspondent, Miss Ruth E. Bestor, Route 9, Box 178, Kalamazoo.

#### **MINNESOTA**

**Duluth-Superior Kindergarten Club—57 Members.**

President, Miss Emma Ghering, State Normal School, Duluth.

Secretary, Miss Alta Owens, Lakeside School, Duluth.

#### **Minneapolis**

**Minneapolis Froebel Club—90 Members.**

President, Miss Elizabeth Cook, 1311 Yale Place., Minneapolis.

Secretary, Mrs. Cordelia A. Herchmer, 201 West 15th St., Minneapolis.

I. K. U. Correspondent, Mrs. Cordelia A. Herchmer, 201 West 15th St. Minneapolis.

**Minnesota Range Branch—70 Members.**

President, Miss Bennett, Bulel, Minn.

Secretary, Miss Edna Bruce, Virginia, Minn.

I. K. U. Correspondent, Miss Anna Olund, Virginia, Minn.

#### **MISSOURI**

#### **Kansas City**

**Kansas City Kindergarten Club—100 Members.**

President, Miss Lucy A. Holmes, 3637 Charlotte St., Kansas City.

Secretary, Miss Ida M. Bower, 3326 Gilham Rd., Kansas City.

I. K. U. Correspondent, Miss Dorothy Haywood, 4220 St. John Ave., Kansas City.

#### **St. Louis**

**The Susan E. Blow Memorial League—150 Members.**

President, Miss Clara McCluney, 4429 Westminster Pl., St. Louis.

Secretary, Miss Annie E. Harbaugh, 4601 McPherson Ave., St. Louis.

I. K. U. Correspondent, Miss Mabel A. Wilson, 5460 Delmar Blvd., St. Louis.

**St. Louis Froebel Society—200 Members.**

President, Miss Mary C. McCulloch, 5889 Cates Ave., St. Louis.

Secretary, Miss Ida A. Taussig, Usona Hotel, Cor. Kingshighway and Waterman Ave., St. Louis.

#### **NEBRASKA**

#### **Kearney**

**Kearney Froebel Kindergarten Bund—36 Members.**

President, Miss Ethel Bevington, Green Terrace Hall, Kearney.

I. K. U. Correspondent, Miss Agnet Knutjen, Kearney.

#### **Lincoln**

**Lincoln Kindergarten Association—31 Members.**

President, Miss Frances McNabb, 1626 S. 20th St., Lincoln.

Secretary, Miss Ida Johnson, 2520 R. St., Lincoln.

I. K. U. Correspondent, Miss Ida B. Johnson, 2520 R St., Lincoln.

## **Omaha**

Omaha Froebel Society—70 Members.

President, Mrs. Orietta S. Chittenden, The Uintah, Omaha.

Secretary, Miss Mayme Hutchinson, 123 N. 42nd St., Omaha.

I. K. U. Correspondent, Miss Mayme Hutchinson, 123 N. 42nd St., Omaha.

## **NEW HAMPSHIRE**

New Hampshire Kindergarten Association—39 Members.

President, Miss Bertha Colburn, 198 Islington St., Portsmouth.

Secretary, Miss Helen Gibbs, 3 Liberty St., Concord.

## **NEW JERSEY**

### **Atlantic City**

Kindergarten Association of Atlantic City—15 Members.

President, Miss Ella J. Hamilton, 39 N. Stenton Pl., Atlantic City.

Secretary, Miss Josephine Cross, 2908 Atlantic Ave., Atlantic City.

I. K. U. Correspondent, Miss Josephine Cross, 2908 Atlantic Ave., Atlantic City.

### **Montclair**

Montclair Kindergarten Association—13 Members.

President, Miss Edna Farrington, Chestnut St. School, Montclair.

Secretary, Mrs. Dorothy M. Sutton, Grove St. School, Montclair.

I. K. U. Correspondent, Miss Lida D. Irons, Grove St. School, Montclair.

### **Newark**

Newark Kindergarten Union—121 Members.

President, Miss Mary Hay, 1274 Robert St., Elizabeth, N. J.

Secretary, Miss Mary L. Courter, 154 Elwood Ave., Newark.

I. K. U. Correspondent, Miss Mabel Curtis, Madison School, Newark.

### **Trenton**

Trenton Kindergarten Association—75 Members.

President, Miss Edna V. Hughes, 937 Revere Ave., Trenton.

Secretary, Miss Bessie Powner, Lawrence Rd., R. F. D. No. 4, Trenton.

I. K. U. Correspondent, Miss Nellie E. Terrell, 835 Berkeley Ave., Trenton.

## **NEW YORK**

### **Albany**

Albany Kindergarten Association—30 Members.

President, Miss May Hogan, 62 Ten Broeck St., Albany.

Secretary, Miss Catherine V. Donnelly, 108 Elm St., Albany.

I. K. U. Correspondent, Miss Ellen Jones, 75 Central Ave., Albany.

### **Brooklyn**

Adelphi Normal Kindergarten Alumnae—100 Members.

President, Miss K. Adele Todd, 2667 Delamere Pl., Brooklyn.

Secretary, Miss Edna Bragaw, 838 Willett St., Jamaica, N. Y.

I. K. U. Correspondent, Miss N. Louise Roethgen, Adelphi College, Brooklyn.

Brooklyn Free Kindergarten Society—94 Members.

President, Rev. James Clarence Jones, 230 Classon Ave., Brooklyn.

Secretary, Mrs. Littleton H. Fitch, 46 Sidney Pl., Brooklyn.

I. K. U. Correspondent, Miss Jessie D. Stephens, 67 Schermerhorn St. Brooklyn.

**Brooklyn Kindergarten Club—40 Members.**

President, Miss Alice E. Fitts, 181 Steuben St., Brooklyn.

Secretary, Miss Helen C. Brewster, 401 Washington Ave., Brooklyn.

I. K. U. Correspondent, Miss Katharine E. Vaughan, 441 Washington Ave., Brooklyn.

**Pratt Institute Kindergarten Alumnae Association—114 Members.**

Acting President, Miss May Gelston.

Secretary, Miss Elsie E. Lockwood, 254 New York Ave., Brooklyn.

I. K. U. Correspondent, Miss Harriet C. Harriott, 144 St. James Pl., Brooklyn.

**Buffalo**

**Buffalo Kindergarten Union—70 Members.**

President, Miss Mary Watkins, 69 Park St., Buffalo.

Secretary, Miss Myra C. Brush, 978 Main St., Buffalo.

I. K. U. Correspondent, Miss Myra C. Brush, 978 Main St., Buffalo.

**Buffalo Kindergarten Training School Alumnae—75 Members.**

President, Miss Florence Nelligan, 309 West Ave., Buffalo.

Secretary, Miss Franc W. Stoddard, 451 Potomac Ave., Buffalo.

I. K. U. Correspondent, Miss Franc W. Stoddard, 451 Potomac Ave., Buffalo.

**Geneva**

**Geneva Kindergarten Association—9 Members.**

President, Miss Mary Webb, 7 Sherril St., Geneva.

Secretary, Miss Adeline Palmer, 54 Elmwood Ave., Geneva.

I. K. U. Correspondent, Miss Adeline Palmer, 54 Elmwood Ave., Geneva.

**New York City**

**The Froebel League—157 Members.**

President, Mrs. John Henry Drummond, 9 E. 91st St., New York.

Secretary, Mrs. James B. Clemens, 10 E. 71st St., New York.

I. K. U. Correspondent, Mrs. James B. Clemens, 10 E. 71st St., New York.

**Jenny Hunter Kindergarten Alumnae Association—300 Members.**

President, Mrs. George King, 64 West 51st St., New York.

Secretary, Miss Eunice Stillhammer, 15 W. 127th St., New York.

**Kraus Alumni Kindergarten Association—150 Members.**

President, Miss Florence A. Williams, 284 Gates Ave., Brooklyn.

Secretary, Mrs. P. J. Walsh, 245 E. 19th St., New York.

I. K. U. Correspondent, Miss Florence A. Williams, 284 Gates Ave., Brooklyn.

**New York Kindergarten Association—9,000 Members.**

President, Mr. George McAneny, 524 W. 42nd St., New York.

Secretary, Rev. James M. Bruce, 524 W. 42nd St., New York.

**Public School Kindergarten Association of New York City—450 Members.**

**Presidents—**

Miss Mae B. Higgons, 241 W. 132nd St., New York (Manhattan and Bronx Section).

Miss Marjory Halstead, (Brooklyn Section).

Miss Genevieve Cooney, (Queens Section).

Miss Matilda Berg, (Richmond Section).

Secretary, Miss Genevieve Cooney, 171 Union St., Flushing, N. Y.

I. K. U. Correspondent, Miss Genevieve Cooney, 171 Union St., Flushing, N. Y.

## **Niagara Falls**

### **Niagara Falls Kindergarten Association—20 Members.**

President, Miss Abigail Bellinger, 665 Ashland Ave., Niagara Falls.  
Secretary, Miss Lennie McDowell, 518 Jefferson Ave., Niagara Falls.  
I. K. U. Correspondent, Miss Abigail Bellinger, 665 Ashland Ave.,  
Niagara Falls.

## **Rochester**

### **Rochester Kindergarten Association—90 Members.**

President, Miss Emma L. Cochrane, 354 Court St., Rochester.  
Secretary, Miss A. M. Flack, 25 Alexander St., Rochester.  
I. K. U. Correspondent, Miss Mabelle Greene, 54 Brighton St.,  
Rochester.

## **Schenectady**

### **Schenectady Kindergarten Association—25 Members.**

President, Miss Minnie L. Burr, 19 Grove Pl., Schenectady.  
Secretary, Miss Carrie Russell, 1109 State St., Schenectady.  
I. K. U. Correspondent, Miss Mary E. Button, 4 Bedford Rd., Sche-  
nectady.

## **Syracuse**

### **Syracuse Kindergarten Association—45 Members.**

President, Miss Edith Dungey, 1204 Bellevue Ave., Syracuse.  
Secretary, Miss Agnes M. Morrison, 226 Furman St., Syracuse.  
I. K. U. Correspondent, Miss Agnes M. Morrison, 226 Furman St.,  
Syracuse.

## **Utica**

### **Utica Branch of I. K. U.—31 Members.**

President, Mrs. Carl A. Evans, 1547 Oneida St., Utica.  
Secretary, Mrs. Hyzer W. Jones, 1002 Park Ave., Utica.

## **OHIO**

## **Cincinnati**

### **Cincinnati Kindergarten Training School Alumnae—160 Members.**

President, Miss Helen Robinson, 3004 Montclair Ave., Westwood.  
Secretary, Miss Mathilda Thompson, 2357 Concord St., Cincinnati.  
I. K. U. Correspondent, Miss Alice F. Ramsey, 2314 Williams Ave.,  
Norwood, Cincinnati.

### **Cincinnati Kindergarten Association—50 Members.**

President, Miss Annie Laws, 2927 Reading Rd., Cincinnati.  
Secretary, Mrs. John R. Holmes, 3006 Vernon Pl., Vernonville, Cin-  
cinnati.  
I. K. U. Correspondent, Mrs. John R. Holmes, 3006 Vernon Place,  
Vernonville, Cincinnati.

### **Kindergarten Society, Elizabeth Gamble Deaconness Home Associa- tion—31 Members.**

President, Miss Sarah J. Wilson, 1027 Wesley Ave., Cincinnati.  
Secretary, Miss Florence S. Weiser, 1027 Wesley Ave., Cincinnati.

## **Cleveland**

### **Cleveland Kindergarten Alumnae Association—180 Members.**

President, Miss Maude A. Eggleston, 10510 Euclid Ave., Cleveland.  
Secretary, Miss Verna C. Deming, 1269 Carlyon Rd., East Cleveland.  
I. K. U. Correspondent, Miss Verna C. Deming, 1269 Carlyon Rd.,  
East Cleveland.

Cleveland Day Nursery & Free Kindergarten Association—50 Members.  
President, Mrs. Norman C. McCloud, 2050 E. 96th St., Cleveland.  
Secretary, Miss Rachel Studley, 2050 E. 96th St., Cleveland.  
I. K. U. Correspondent, Miss Bertha E. Christiansen, 2050 E. 96th St., Cleveland.

#### Columbus

Columbus Kindergarten Alumnae Association—70 Members.  
President, Miss Julia Miller, 31 E. 12th Ave., Columbus.  
Secretary, Miss Marie L. Morrow, 285 E. 16th Ave., Columbus.

#### Dayton

Dayton Kindergarten Club—25 Members.  
President, Miss Bertha E. Kemp, 106 S. Findlay St., Dayton.  
Secretary, Miss Anna H. Littell, 3 The Forest, Dayton.  
I. K. U. Correspondent, Miss Anna H. Littell, 3 The Forest, Dayton.

#### Oberlin

Oberlin Kindergarten Training School—(A Corporation).  
President, Prof. Louis E. Lord, 172 Oak St., Oberlin.  
Secretary, Miss R. M. Dean, 125 Elm St., Oberlin.  
I. K. U. Correspondent, Miss Clara May, 125 Elm St., Oberlin.

#### Toledo

Toledo Kindergarten Association—92 Members.  
President, Miss Alta Adams, The Belvedere Apts., No. 28, Toledo.  
Secretary, Miss Fannie Potter Bruce, 402 The Scothwood Apts., Toledo.  
I. K. U. Correspondent, Miss Jane Ensworth, 2253 Hollywood St., Toledo.

### OKLAHOMA

#### Oklahoma City

Oklahoma City Kindergarten Club—25 Members.  
President, Miss Evelyn Shear, Emerson School, Oklahoma City.  
Secretary, Miss Louise West, 809 W. 21st St., Oklahoma City.

### PENNSYLVANIA

#### Philadelphia

Philadelphia Branch of I. K. U.—150 Members.  
President, Miss Adelaide T. Illman, 30 W. Logan St., Germantown.  
Secretary, Miss Isabelle McBride, 4815 Windsor Ave., Philadelphia.  
I. K. U. Correspondent, Miss Adele Mackenzie, 4816 Florence Ave., Philadelphia.

#### Pittsburgh

Pittsburgh Kindergarten Alumnae Association—342 Members.  
President, Miss Alice McKee Kerr, 138 Hawthorne St., Edgewood Park, Pa.  
Secretary, Miss Cora Mace, 1880 Clayton Ave., Pittsburgh.  
I. K. U. Correspondent, Mrs. E. G. Merrill, 5806 Ellsworth Ave., Pittsburgh.

Pittsburgh & Allegheny Free Kindergarten Association—150 Members.  
President, Mrs. James I. Buchanan, 330 S. Negley Ave., Pittsburgh.  
Secretary, Mrs. William McCracken, 709 Maryland Ave., Pittsburgh.  
I. K. U. Correspondent, Mrs. William McCracken, 709 Maryland Ave., Pittsburgh.

## **Scranton**

Scranton Froebel Club—33 Members.

President, Miss Katharine Coursen, 701 Madison Ave., Scranton.

Secretary, Miss Anna M. O'Malley, 1318 Capouse Ave., Scranton.

I. K. U. Correspondent, Miss Anna O'Malley, 1318 Capouse Ave., Scranton.

## **RHODE ISLAND**

### **Pawtucket**

Pawtucket Froebel Society—19 Members.

President, Miss Ellen Mayor, 47 Barnes St., Providence.

Secretary, Miss Hattie J. French, 183 High St., Pawtucket.

### **Providence**

Rhode Island Kindergarten League—68 Members.

President, Miss Rachel B. Jenks, Union Village, Woonsocket.

Secretary, Miss Dorothea B. Ruoff, 27 Amy St., Providence.

I. K. U. Correspondent, Miss Ellen Mayor, 47 Barnes St., Providence.

## **SOUTH CAROLINA**

South Carolina Kindergarten Association—100 Members.

President, Mrs. J. C. Tiedeman, 134 Broad St., Charleston.

Secretary, Miss Ethel Cohen, Segare and Tradd Sts., Charleston.

## **TENNESSEE**

### **Nashville**

Nashville Kindergarten Association—12 Members.

President, Mrs. R. M. Mills, 2414 Kensington Pl., Nashville.

Secretary, Miss Eva Hendrick, 1609 Hayes St., Nashville.

## **TEXAS**

Texas State Branch—18 Members.

President, Miss Mary G. Waite, 1208 S. Adams St., Fort Worth.

Secretary, Miss Elsa Gehring, 3320 Main St., Houston.

### **Fort Worth**

Fort Worth Kindergarten Alumnae.

Secretary, Mrs. E. L. Ross, 1923 Sixth Ave., Fort Worth.

### **San Antonio**

Graduate Kindergartners of San Antonio—16 Members.

President, Mrs. A. L. Rehag, 25 Barilla Pl., San Antonio.

Secretary, Miss Olga Hoffman, 209 Rische St., San Antonio.

## **VIRGINIA**

Virginia Kindergarten Union—50 Members.

President, Miss Mary L. Seegar, State Normal School, Harrisonburg.

Secretary, Miss Susie R. McCarthy, Ginter Park, Richmond.

### **Farmville**

Farmville State Normal School Kindergarten Association—22 Members.

President, Miss Elizabeth Croxton, State Normal School, Farmville.

Secretary, Miss Florence Grumiaux, State Normal School, Farmville.

### **Norfolk**

#### **Norfolk Kindergarten Club—8 Members.**

President, Miss Diana Umstadter, 602 W. Fairfax Ave., Norfolk.  
Secretary, Miss Mary C. Galt, 1104 Westover Ave., Norfolk.

### **Richmond**

#### **Richmond Kindergarten League—18 Members.**

President, Miss Zulienne Robertson, 512 W. Grace St., Richmond.  
Secretary, Miss Georgie Ryland, 620 Brook Rd., Richmond.  
I. K. U. Correspondent, Miss Katherine L. Bullock, 104 N. Sheppard St., Richmond.

#### **Richmond Kindergarten Alumnae Association—50 Members.**

President, Mrs. Edith Clarke Cowles, 714 Chamberlayne Ave., Richmond.  
Secretary, Miss Leah Hirschberg, S. Fourth St., Richmond.  
I. K. U. Correspondent, Miss Lucy W. Duke, 708 Seminary Ave., Richmond.

## **WISCONSIN**

### **Milwaukee**

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 Miss Jane H. Nicholson, 114 Pierrepont St., Brooklyn, N. Y.  
 Miss Mary E. Noble, 1617 67th St., Chicago, Ill.  
 Miss A. M. Nolte, 1106 Lake Shore Drive, Chicago, Ill.  
 Miss Abby N. Norton, 569 Cumberland Ave., Portland, Me.  
 Miss May H. Noyes, Normal School, New Britain, Conn.  
 Miss Dorothy Oelkers, 366 Goundry St., North Tonawanda, N. Y.  
 Mrs. W. G. Oglevee, 1548 30th St., Rock Island, Ill.  
 Miss Ardelle Oppenheim, 1851 Vinton Ave., Memphis, Tenn.  
 Miss Nadya N. Ornstein, 596 Beech Terrace, New York City.  
 Miss Mary Moore Orr, 200 Hicks St., Brooklyn, N. Y.  
 Miss Mabel E. Osgood, 40 High St., Springfield, Mass.  
 Miss Mabel M. Osgood, College of Industrial Arts, Denton, Tex.  
 Miss Alta M. Owens, 4515 Cambridge St., Duluth, Minn.  
 Mrs. Mary B. Page, 701 Rush St., Chicago, Ill.  
 Miss Josephine Palmer, The Colonial, Bangor, Me.  
 Miss Luella A. Palmer, 510 W. 123rd St., New York City.  
 Miss Sarah E. Palmer, 4814 Carnegie Ave., Cleveland, O.  
 Miss Bessie M. Park, 1039 W. 20th St., Des Moines, Ia.  
 Miss Helen Parkhurst, 128 W. 74th St., New York City.  
 Miss Gertrude E. Parkin, 507 W. Rayen Ave., Youngstown, O.  
 Miss H. Grace Parsons, 1425 Washington St., Denver, Colo.  
 Miss Ruth Patterson, 717 N. Alabama St., Indianapolis, Ind.  
 Miss Madeline D. Peabody, Assonet, Mass.  
 Miss Maude Pearce, 320 Juhan St., Waukegan, Ill.  
 Miss Mary E. Pennell, Normal School, Richmond, Va.  
 Miss Julia Pepper, 32 Summer St., Providence, R. I.  
 Miss Eva E. Petty, 1404 E. 105th St., East Cleveland, O.  
 Miss Edith L. Phelan, 589 West Park St., Dorchester Center, Mass.  
 Miss Bernice A. Phelps, The Roanoke, Clifton, Cincinnati, O.  
 Miss Inez J. Pierce, 103 Arkansas Ave., Loraine, O.  
 Miss Mary E. Pierce, 2206 Bellfield Ave., Cleveland, O.  
 Miss Alice M. Pohlmann, 3607 S. Seeley Ave., Chicago, Ill.  
 Mrs. O. R. Pomper, 709 Elmwood Ave., Wilmette, Ill.  
 Miss Lillian B. Poor, Dept. of Education, Mason St., Boston, Mass.  
 Mrs. Flora M. Porter, Ravinia, Ill.  
 Mrs. Louis Prang, 54 Townsend St., Roxbury, Mass.  
 Miss Minnie A. Prescott, 11 Rutledge St., West Roxbury, Mass.  
 Miss Eva Jane Price, 1859 Beersford Rd., Cleveland, O.  
 Miss May Louise Price, 528 Union St., Springfield, Mass.  
 Miss Roberta Price, Timonium, Md.  
 Miss Emily M. Pryor, 1303 Lyndon St., South Pasadena, Cal.  
 Miss Margaret Quilliard, 503 W. 121st St., New York City.

Miss Vienna M. Race, 1762 E. 90th St., Cleveland, O.  
 Miss Marie Rains, 5 N. Warwick Bldg., Avondale, Cincinnati, O.  
 Miss Phyllis H. Randall, 917 College St., Fort Wayne, Ind.  
 Miss Elizabeth Rankin, 5712 Baum Blvd., Pittsburgh, Pa.  
 Miss Mary E. Rankin, Teachers' College, Columbia University, New York City.  
 Mrs. William G. Rasch, 105 St. John's Rd., Roland Park, Baltimore, Md.  
 Miss E. Mae Raymond, 415 Pearl St., Kalamazoo, Mich.  
 Miss Mary E. Reed, 3606 Gwynn Oak Ave., W. Forest Park, Baltimore, Md.  
 Miss Angela Reilly, 804 W. North Ave., Baltimore, Md.  
 Miss Matilda N. Remy, 6 Linton St., Cincinnati, O.  
 Miss Sallie Resor, 254 Greendale Ave., Clifton, Cincinnati, O.  
 Miss Bertha M. Rhodes, 2209 5th Ave., S., Minneapolis, Minn.  
 Miss Eva Rhodes, 1707 W. Lafayette Ave., Baltimore, Md.  
 Miss Beatrice Riall, 2637 N. Charles St., Baltimore, Md.  
 Miss Elizabeth F. Rice, 917 Mulberry St., Scranton, Pa.  
 Miss Florence Robenson, Franklin, N. J.  
 Miss Frances W. Roberts, 68 Dean St., Taunton, Mass.  
 Miss Isabel S. Roberts, 853 Townsend Ave., New Haven, Conn.  
 Miss Mabel A. Robertson, 153 Belmont Ave., Fall River, Mass.  
 Miss Helen B. Royce, 89 Williams St., Norwich, Conn.  
 Miss Blanche L. Rundquest, State Normal School, Platteville, Wis.  
 Miss Olive Russell, Chicago Normal College, Chicago, Ill.  
 Miss Marion Ryan, 422 Walnut St., Manchester, N. H.  
 Miss Elizabeth N. Samuel, Normandie Hotel, Columbus, O.  
 Miss Lucia H. Sanderson, Wallach's Point, Stamford, Conn.  
 Miss Mary Frances Schaeffer, Box 363, Germantown, O.  
 Miss Mabel Louise Schneider, 420 S. 2nd St., Elkhart, Ind.  
 Miss Nellie Schreiber, 1929 Madison Ave., Baltimore, Md.  
 Miss Marie H. Schuster, 1276 Bender St., E., Cleveland, O.  
 Miss Jessie I. Scranton, 286 Humphrey St., New Haven, Conn.  
 Miss Blanche Seabury, 244 Vanderbilt Ave., Brooklyn, N. Y.  
 Miss Juliet M. Searle, 4417 15th St., N. W., Washington, D. C.  
 Miss Allene Seaton, 2128 Cherokee Parkway, Louisville, Ky.  
 Miss Mabel Seelbach, 3216 Walton Ave., Cleveland, O.  
 Miss Julia M. Selover, 523 Belmont Ave., Chicago, Ill.  
 Miss Ruth Seymour, 228 N. Elmwood Ave., Oak Park, Ill.  
 Miss Fannie M. Sherwood, 414 S. Crouse Ave., Syracuse, N. Y.  
 Mrs. Ralph W. Shorey, 12 Cottage Ave., Winthrop, Mass.  
 Mr. J. H. Shultz, Manistee, Mich.  
 Miss Mary C. Shute, 331 Walnut Ave., Roxbury, Mass.  
 Miss Elizabeth Silkman, The Affordby School, Baltimore, Md.  
 Miss Mabel E. Simpson, 333 Barrington St., Rochester, N. Y.  
 Miss Elizabeth Slack, 853 LaFayette Parkway, Chicago, Ill.  
 Miss Jennie L. Smies, 2170 E. 86th St., Cleveland, O.  
 Miss Avis Smith, 1216 S. Baltimore Ave., Tulsa, Okla.  
 Miss Elizabeth M. Smith, 2525 South St., Lincoln, Neb.  
 Miss Esther Smith, 9916 Winchester Ave., Chicago, Ill.  
 Miss Esther L. Smith, 32 16th St., Toledo, O.  
 Miss Fannie A. Smith, 1124 Iraniston Ave., Bridgeport, Conn.  
 Mrs. Mabel MacKinney Smith, 194 Riverside Drive, New York City.  
 Miss Marion A. Smith, 138 Junian Ave., Milwaukee, Wis.  
 Miss Meredith Smith, University of Pittsburgh, Pittsburgh, Pa.  
 Mrs. W. S. Smith, Hinsdale, Ill.  
 Miss Grace Spoon, 409½ W. State St., Marshalltown, Ia.  
 Miss Marguerite L. Spratt, Box 1295, Helena, Mont.  
 Miss Gertrude L. Springer, 1346 E. 49th St., Chicago, Ill.  
 Miss Gertrude L. Stadtmuller, 239 Williams St., New London, Conn.  
 Miss Margaret R. Staley, 835 Harlem Ave., Baltimore, Md.  
 Miss Helen C. Steele, 1 Chester Terrace, Duluth, Minn.

Miss Anna Clary Stevens, 5911 Dibble Ave., Cleveland, O.  
 Miss Maude C. Stewart, Willard School, Syracuse, N. Y.  
 Mrs. R. W. Stimson, Garrison Hall, Boston, Mass.  
 Mrs. M. Louise Stock, 68 Lyndale St., Springfield, Mass.  
 Miss Nella M. Stockwell, 27 Garfield St., Springfield, Mass.  
 Miss Gertrude A. Stone, 4630 Grass Ave., Chicago, Ill.  
 Miss Lillian H. Stone, 6 Linton St., Cincinnati, O.  
 Miss Aileen W. Stowell, 1482 Iraniston Ave., Bridgeport, Conn.  
 Miss Viola Stricker, 4 The Virginia, Hyde Park, Cincinnati, O.  
 Mrs. Herman F. Swartz, 47 Oakwood Ave., Montclair, N. J.  
 Walter B. Swift, M. D., 110 Bay State Rd., Boston, Mass.  
 Miss Alice H. Sylvester, 95 Warren St., Newton Centre, Mass.  
 Miss Cora Tall, 827 Hamilton Terrace, Baltimore, Md.  
 Miss Helen Tate, 2822 N. Calvert St., Baltimore, Md.  
 Miss Grace Cowan Tatum, 362 E. High St., Springfield, O.  
 Miss Alice Temple, 1360 E. 58th St., Chicago, Ill.  
 Miss Adelle L. Tenney, Union Woman's College, Pekin, China.  
 Miss Amy Johns Thomas, 124 Madison Ave., Youngstown, O.  
 Miss Ruth E. Thomas, Palmerton, Pa.  
 Miss Florence H. Thompson, 1411 5th Ave., Youngstown, O.  
 Miss Helen Thompson, 540 College Ave., Davenport, Ia.  
 Mr. Hugo Thomas, 765 Railroad St., Johnstown, Pa.  
 Mrs. C. H. Thompson, 45 Elm St., Northampton, Mass.  
 Miss Margaret L. Thompson, Tarkio, Mo.  
 Miss Zelma G. Thompson, 2730 N. Charles St., Baltimore, Md.  
 Miss Sarah M. Thomson, 1085 E. 35th St., Brooklyn, N. Y.  
 Miss Mabel E. Tolles, 4311 6th Ave., Moline, Ill.  
 Mrs. C. E. Tompkins, Suifu, W., China.  
 Mrs. Mary H. Topping, 521 Barry Ave., Chicago.  
 Miss Jennie C. Towns, 5466 University St., Chicago, Ill.  
 Miss Margaret Townsend, 76 Marlboro St., Boston, Mass.  
 Miss Margaret A. Trace, 1776 E. 93rd St., Cleveland, O.  
 Miss Mary G. Trask, 106 Chestnut St., Boston, Mass.  
 Miss Frances M. Tredick, 36 Alpine St., Malden, Mass.  
 Miss Marie Tutwiler, 274 Edgewood Pl., River Forest, Ill.  
 Miss Hattie Twichell, Longmeadow, Mass.  
 Miss Lucy W. Valentine, Elizabeth Peabody House, 357 Charles St., Boston, Mass.  
 Miss Jean Salter Vanderwert, 1511 E. 108th St., Cleveland, O.  
 Miss Nina C. Vandewalker, State Normal School, Milwaukee, Wis.  
 Miss Edna Marie Van Fleet, Ewha Haktang, Seoul, Korea.  
 Miss Minnie Van Sickland, 510 S. Riverside Ave., St. Clair, Mich.  
 Mrs. Mary Sheldon Vanzwoll, 6023 Kenmore Ave., Chicago, Ill.  
 Miss Florence E. Vennema, Mahwah, N. J.  
 Miss Alma Vogt, 423 S. Harrison St., Saginaw, Mich.  
 Miss Margaretta R. Voorhees, 3407 Morris Ave., Baltimore, Md.  
 Miss Lillian M. Wadsworth, 924 Graydon Ave., Norfolk, Va.  
 Miss Margaret Wakelee, Maplewood, N. J.  
 Miss Kiso Wakleyama, Yamamoto Dori No. 79, Kobe, Japan  
 Miss Ina Wallace, 35 Orange St., Nashua, N. H.  
 Miss Mary G. Waite, Board of Education, Fort Worth, Tex.  
 Miss Clara H. Wallach, 53 E. 80th St., New York City  
 Miss Frances Avery Ward, Hingham, Mass.  
 Mrs. T. P. Waring, 10 Taylor St. W., Savannah, Ga.  
 Miss Ella L. Washburn, Teachers Hall, S. Manchester, Conn.  
 Miss Marie Wass, Murray Hill School, Cleveland, O.  
 Miss Catharine R. Watkins, 1720 Oregon Ave., Washington, D. C.  
 Miss Lucy B. Way, 814 Glen Oak Ave., Peoria, Ill.  
 Miss Ethel Weaver, 1313 Greenup St., Covington, Ky.  
 Miss Anne M. Wells, State Normal School, Bridgewater, Mass.



Miss Florence M. Welch, 23 Grove Terrace, Passaic, N. J.  
 Miss Phebe M. Wells, 307 Merrick Ave., Detroit, Mich.  
 Miss Edith L. West, 20 E. 31st St., Savannah, Ga.  
 Miss Eva T. West, 541 W. 123rd St., New York City  
 Miss Edith Whitcomb, 350 Norwood Ave., Grand Rapids, Mich.  
 Miss Lura I. Whitney, 829 Woodruff Ave., W., Toledo, O.  
 Miss Eva B. Whitmore, 824 E. 44th St., Chicago, Ill.  
 Miss Eleanor S. Wickhan, 80 E. Seminary St., Norwalk, O.  
 Miss Virginia Wightman, 1414 Linden Ave., Baltimore, Md.  
 Miss Marjorie B. Wilcox, 3705 Paseo St., Kansas City, Mo.  
 Miss Harriet I. Wilkins, 157 Federal St., Salem, Mass.  
 Miss Anne G. Williams, 4722 St. Lawrence Ave., Chicago, Ill.  
 Mrs. Anna W. Williams, 130 Abbott Rd., Wellesley Hills, Mass.  
 Miss Cora Williams, 915 S. St., N. W., Washington, D. C.  
 Miss Ada C. Williamson, William Blackstone School, Blossom St.,  
 Boston, Mass.  
 Miss M. Jeannette Willis, 715 17th St., N. W., Canton, O.  
 Miss Agnes M. Wilson, Springfield, Ky.  
 Miss Dorothy W. Wilson, 5709 Kimbark Ave., Chicago, Ill.  
 Miss Helena Wilson, 1202 Francis Ave., Houston, Tex.  
 Miss Mabel A. Willson, 5460 Delmar Blvd., St. Louis, Mo.  
 Miss Myra M. Winchester, Bureau of Education, Washington, D. C.  
 Miss Blanche Wolford, 350 W. 5th St., Superior, Wis.  
 Mrs. Edith Lesley Wolfard, 29 Everett St., Cambridge, Mass.  
 Miss Stella Louise Wood, 116 Oak Grove St., Minneapolis, Minn.  
 Miss Ada G. Woodruff, 1114 Noble Ave., Bridgeport, Conn.  
 Miss Belle Woodson, 4002 Lake Park Ave., Chicago, Ill.  
 Miss Elizabeth J. Woodward, 319 Marlborough St., Boston, Mass.  
 Miss Elizabeth A. Woodward, 62 Montague St., Brooklyn, N. Y.  
 Miss Imogene Wormley, 547 Florida Ave., N. W., Washington, D. C.  
 Miss Lillian M. Wybrant, 11425 Mayfield Road, Cleveland, O.  
 Miss Clara Zander, 4222 N. Hermitage Ave., Chicago, Ill.

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An account of the action of the International Kindergarten Union  
 relative to the incorporation of the organization will be found on page 219.

## REPORT OF TREASURER

International Kindergarten Union in Account with May Murray,  
Treasurer

May 15, 1919.

### RECEIPTS

Balance on hand, June 18, 1918.....	\$1,369.64
Yearly dues from Branches.....	1,035.60
Yearly dues from Associate Members.....	853.10
Sale of Reports .....	7.18
Sale of Story Lists .....	147.85
Royalty from sale of "The Kindergarten".....	18.30
Interest on bank account.....	19.14
Received from Chicago Local Committee for local expenses of speaker.....	15.00
Received from Miss Laws for printing extra pamphlets .....	25.00
Contributions to salary of Clerk in Bureau of Education .....	906.95
Contributions to Kindergarten Unit in France.....	12,502.60
Received from Kindergarten Unit for postage.....	3.60
Contribution from Honolulu to establish a kindergarten in France.....	2,000.00
 Total Receipts.....	 \$18,903.96

### EXPENDITURES

Expenses of speakers, Chicago meeting.....	\$ 418.00
Expenses of officers, Chicago meeting.....	220.91
Miscellaneous expenses, Chicago meeting.....	27.87
Expenses of Bureau of Education Committee.....	6.00
Expenses of Sub-Committee on Measurements.....	5.06
Expenses of Committee on Music .....	6.70
Expenses of Committee on Foreign Correspondence..	3.00
Expenses of Committee on Federal Legislation .....	8.66
Expenses of Committee on Literature .....	6.43
Printing Story List compiled by Literature Committee .....	58.00
Printing six-page pamphlet for Committee of Nineteen .....	58.00
Multigraphing letters, etc.....	18.25
Printing annual report, Chicago meeting.....	472.23
Postage and express on annual reports.....	108.30
Stationery and printing envelopes, letter heads, tickets, etc. ....	16.75
Printing advance program, Baltimore meeting.....	24.00
Printing amendments .....	4.75
Postage .....	80.00
Expenses of officers to mid-year Board meeting.....	388.87
Dues to Federation of Women's Clubs.....	5.00
Salary of representative in Bureau of Education (one month and a half).....	187.50

Salary of clerk in Bureau of Education.....	777.50
Contribution to Propaganda Committee from dues of Associate Members .....	75.25
Paid to Corresponding Secretary and Treasurer (eight months) .....	400.00
Contributions to Kindergarten Unit paid to Treasurer of Unit Fund.....	12,502.60
<b>Total Expenditures .....</b>	<b>\$15,879.63</b>
<b>Total Receipts .....</b>	<b>\$18,903.96</b>
<b>Total Expenditures .....</b>	<b>15,879.63</b>
Balance on hand.....	\$3,024.33
Cooper Fund with interest.....	459.77
<b>Total amount on hand.....</b>	<b>\$3,484.10</b>

Respectfully submitted,

MAY MURRAY.

I have examined this report and find it to be correct.

KATHARINE MARTIN,

*Auditor.*

## REPORT OF RECORDING SECRETARY

One thousand five hundred copies of the proceedings of the Twenty-fifth Annual Convention of the International Kindergarten Union, held at Chicago, Ill., have been printed and distributed to all branches and members of the Union.

Respectfully submitted,

ELLA RUTH BOYCE.

## REPORT OF THE CORRESPONDING SECRETARY

Our records this year show a total membership of 132 Branches and 459 Associate Members. One branch has withdrawn, one has disbanded, and as yet 21 have failed to respond to all communications. ' Of these, 7 are in foreign countries and Canada.

Seven new branches have been welcomed as follows:

Richmond, Ind. Branch.

Fort Worth, Tex. Kindergarten Alumnae.

Texas State Branch.

Niagara Falls, N. Y. Kindergarten Association.

Eastern Connecticut Kindergarten-Primary Association, New London.

Maryland Association for Kindergarten Extension.

Devereaux Alumnae Association, Mass.

Of 369 new members who joined at the Chicago meeting, only a small number have continued membership, but 25 new names have been added within the past few months, and the total of 459 shows a gratifying increase over the number reported last year.

Two letters have been sent out to members, one a letter of appeal from the president for funds to support a clerk in the Bureau of Education, and the other an interesting account of the efforts and suggestions of the Committee of Nineteen along the line of social service and Americanization.

Much of the correspondence during the year has been related to the Kindergarten Unit in France, showing that the interest of our members and branches is still centered in this great work. A splendid letter from Japan, accompanying a generous contribution of over \$500, gave a feeling of closer international relationship than ever before, and another interesting letter from Honolulu, with a check for \$2,000 for the purpose of establishing a kindergarten in France, with a probability of further support after it is started, deepens our sense of responsibility in continuing our efforts for this project. Branches report all kinds of plans for further help, and are co-operating in this line of work in an unusual way. It gives us a new realization of the meaning of the International Kindergarten Union, for we have been shown anew that in union there is strength and power.

Respectfully submitted,

MAY MURRAY.

## REPORT OF COMMITTEE ON ELECTION

### OFFICIAL BALLOT OF THE INTERNATIONAL KINDERGARTEN UNION

President, Miss Caroline D. Aborn.  
 First Vice-President, Miss Julia Wade Abbot.  
 Second Vice-President, Miss Lucy Gage.  
 Recording Secretary, Miss Ella Ruth Boyce.  
 Corresponding Secretary and Treasurer, Miss May Murray.  
 Auditor, Miss Katharine Martin.

### ENROLLMENT

Officers .....	6
Life Members .....	1
Former Presidents .....	7
Members of Standing Committees (total number).....	42
Delegates (total number).....	124
Associate Members (total number).....	178
Visitors .....	126
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Total Enrollment.....	377
Number entitled to vote.....	172
Votes cast .....	82
81 Votes cast were for the official ballot as presented.	
1 Vote was scratched.	

### ENROLLMENT OF COUNTRIES AND STATES

Colorado .....	1	Nebraska .....	3
Connecticut .....	3	New Hampshire .....	1
Delaware .....	1	New Jersey .....	20
District of Columbia.....	96	New York .....	31
Illinois .....	10	Ohio .....	17
Indiana .....	5	Pennsylvania .....	31
Iowa .....	3	Rhode Island .....	2
Kansas .....	1	Texas .....	2
Kentucky .....	2	Virginia .....	7
Maine .....	1	Wisconsin .....	5
Maryland .....	92		
Massachusetts .....	35		
Michigan .....	5	Canada .....	1
Minnesota .....	3	Chile .....	1
Missouri .....	4	Japan .....	1

**IN MEMORIAM**

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**Maria Kraus-Boelte**

**Jennie Rebecca Faddis**

**Helen Gordon**

**Clara E. Gregory**

**Caroline M. C. Hart**

**Alice Harvey Putnam**

**Jessie Mildred Whiteside**

## REPORT OF NECROLOGY COMMITTEE

We feel again in our coming together the shock of our great losses during the year—large gaps appear in our ranks. Our counsellors, our pioneer workers, are slipping out one by one, and the fact confronts us that those who blazed the trail, broke the ground and began the structure for the nurture of our children, have gone and have left to us the continuing of that noble work.

*"Greatly begin, tho thou have time  
But for a line, make that line sublime;  
Not failure, but low aim is crime."*

MME. MARIA KRAUS-BOELTE,

Born 1836. Died in New York City, November 1, 1918.

With the passing of Madame Kraus-Boelté it has been said "the last *earthly* link between the days of Froebel and the American kindergarten of to-day, has become a *spiritual* one."

Born and educated in Germany, she associated herself closely with the kindergarten and became a member of the family of Frau Froebel, and there proved herself so efficient a co-worker with Frau Froebel that the latter was led to exclaim: "You are indeed Froebel's spiritual daughter."

She came to this country in 1872, and since that time until the very end of her beautiful life, she has been kindergartner, training teacher, writer, and lecturer, and best of all, a loving friend of children. During her fifty years of service it can truly be said of her—"Those who bring sunshine into the lives of others cannot keep it from themselves."

A memorial service was held for Mme. Kraus-Boelté in St. Paul's Chapel, Columbia University, on February 2, 1919.

"Such a life can never perish from the earth."

MISS CLARA E. GREGORY,

Died in Scranton, Pa., summer, 1918.

A conscientious worker; a member of the Froebel Club and a teacher in the public kindergartens of the city. She will be greatly missed by teachers, parents, and children.

MISS JENNIE REBECCA FADDIS,

Died in Minneapolis, Minn., November 23, 1918.

Miss Faddis held the position of Supervisor of Kindergartens and Primary Grades in St. Paul's public schools.

She was a student at Oberlin, Columbia University, at Chicago Kindergarten College, and University of Chicago. All of these institutions can claim her. She was a teacher at Point Normal School, Wisconsin; Supervisor of Primary School at Evansville, Ind., and taught for three years at Butte, Mont., before going to St. Paul. Her teachers and students say—"She was so human, so ready with

encouragement and sympathy." Her death brings a sense of great loss to St. Paul and to our International Kindergarten Union.

MRS. ALICE HARVEY PUTNAM,  
Died in Chicago, Ill., January 19, 1919.

We feel bereaved indeed in the death of Mrs. Putnam. A pioneer, a woman of wonderful vision and high ideals, possessed of an unusually logical mind, and a most efficient worker in her many branches of service.

She was a pupil of Mrs. Ogden in Columbus, and through her, connected with Miss Garland. Later, in Chicago, Mrs. Putnam continued the work Mrs. Ogden laid down. This class grew into the Froebel Association and continued from 1880-1910. It graduated over eight hundred students. Through the instrumentality of this association the first public kindergarten was opened in Chicago in 1886.

This training school was associated with Col. Francis Parker's work and the work of Jane Addams at Hull House.

Mrs. Putnam was a teacher of the Correspondence School of the University of Chicago for some time previous to her last two years.

Her life was one devoted to the service of others. The influence of her ideals has gone out into the world wherever her pupils have gone.

A memorial service was held for Mrs. Putnam by her many friends, at Oakwood Cemetery Chapel, January 21st. Her life of loving service stands as a monument, greater, more beautiful and more enduring than any built by the hand of man.

*"So long as we love, we serve;  
So long as we are loved, we could almost say that we  
are indispensable."*

MISS JESSIE MILDRED WHITESIDE,  
Died in Rock Island, Ill., January 1, 1919.

Was graduated from Pestalozzi Froebel Training School in Chicago in 1919, a most capable teacher at the William Carr School, of Moline. She was a leader of the Mothers' Club and helped in the struggle for the new school building which stands to-day as a testimony of her ambition for and love of children. She is deeply mourned.

MISS HELEN GORDON,  
Died in Washington, D. C., March, 1919.

Was a graduate of Miss Elizabeth Harrison's Training School; a student at Teachers' College, Columbia, and of George Washington University, Washington, D. C.

She taught in Chicago and in Denver, Colo. For over twelve years she held the position of training teacher in the Washington



Normal School. She was beloved by all who were associated with her. To all of us who visited Washington at the time of the I. K. U., there came a sense of greater completeness and enjoyment because of Miss Gordon's unfailing courtesy and cheerful helpfulness.

A memorial service in Miss Gordon's honor was held by her fellow workers in Washington on Friday, March 22d.

**MISS CAROLINE M. C. HART,**  
Born in St. Louis, Mo., 1843. Died in Baltimore, Md., May 14, 1919.

And now, since coming to the convention, we learn of the death of another of our splendid workers.

Her years of service in education have built, block upon block, a tower of strength, from whose topmost peak shines a beacon-light, caught from the fire of her torch, which she kept steadily burning through her wonderful life.

Miss Hart began her kindergarten study in St. Louis, under Miss Blow, and was there associated with Dr. Harris, in his educational work.

Here she had charge of a large kindergarten. Later, from 1882-86, she was an associate worker in the Normal Kindergarten Training School.

In 1886 she went to Canada to take charge of the Kindergarten Training School in Toronto. Here she was associated with Mr. James Hughes and her work was so successful that she was appointed "Provincial Inspector of Kindergartens."

In 1892 she went to Milwaukee, spending one year of intensive work. The next year she came to Baltimore, as Director of the Baltimore Kindergarten Association. Here, too, she was connected with our leading educators, among them men from Johns Hopkins University. She was instrumental in getting the kindergarten system into public schools of Baltimore, and established a training school for the colored people.

In 1903 she went to Philadelphia to take charge of the Training School of Drexel Institute. Under the patronage of influential friends she established a kindergarten training school, which now exists in Philadelphia, and bears her name.

One of her co-workers says: "She was a woman of tremendous strength, with a splendid enthusiasm and a rare insight and vision in all educational matters."

If it were possible to gather reports from all the branches, of the losses by death that have occurred within their ranks—it would be most fitting to record these deaths, but, failing in this we *can* offer our deepest sympathy to each city or branch which has sustained such losses,—and make this their Memorial Service.

Respectfully submitted,

FANNIE A. SMITH, Chairman.

## REPORT OF COMMITTEE ON FOREIGN CORRESPONDENCE

The committee sent out 75 letters in the early winter to teachers known to be located in as many foreign stations, and the countries represented were scattered throughout the entire world.

We asked a few leading questions, such as the effect upon the work caused by the war; if any fields were obliged to discontinue, etc., and especially the needs of the different centers.

The committee wishes to call attention of the members of our Union to the needs of our friends working so far away and often under such conditions of urgency, isolation or longing.

Can we not as a Union lend practically a helping hand to those whose zeal, courage and desire to serve have led them across the whole earth?

A few letters and excerpts are added to illustrate the spirit and needs of our co-workers. Hoping for coöperation, we are very sincerely yours,

MARY BOOMER PAGE, Chairman.

Ponce, Porto Rico, March 22, 1919.

I take the pleasure of giving you some information about my work in connection with the W. H. M. S. of the Methodist Episcopal Church. \* \* \* I left the work of the kindergarten, which I had in charge here once, in May, 1917. During the twelve years of work in that educational institution, I made fine work. \* \* \*

I had sixty-four (64) children in the school. \* \* \* The one in charge of the kindergarten now is Miss Catalina Rinaldi, who is doing good work.

CARNEB MARSACH.

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### AMERICAN INSTITUTE

Casilla 9, La Paz, Bolivia, May 1, 1919.

This is the first year for kindergarten in our La Paz Institute and consequently we need almost every thing. We shall not have even a suitable room until next year, but I have decided that I prefer for the present to have a few good pictures, as we have absolutely nothing in the way of wall decorations, except the children's work. I should enjoy having a Madonna and a Froebel picture and a few nature pictures; if you send pictures I will get them framed here, as it would be unreasonably expensive to send them framed. We can always use special-day cards. I received some Easter cards which helped out wonderfully in making our Easter books beautiful.

To-day we have celebrated "May Day" in a modest way. Although the seasons come in opposite routine to that at home, I have learned to manage them very naturally, though it does seem strange to celebrate Christmas in mid-summer.

My kindergarten is in session at the same periods as the public schools. We are not allowed to visit the public schools of Bolivia without permit, but since we encourage promiscuous visits, I have visitors almost every day. Often the mothers come and remain one-half day, for which

I am glad, and we hope to teach more liberal ideas in more than one way by our life examples here.

They are a dear people, but do so much need the right kind of teaching. Always kind and courteous and appreciative of our work—we have the children of ex-presidents, senators and representatives, etc., in our school. Our work is popular, thank Heaven.

Tell the Union they can do a great missionary work by remembering us in their devotions.

ELMA ALLEN.

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Vesterwooldgere, 98 Copenhagen, B Denmark.

In the Danish Froebel review, which is sent at the same date, you will get some particulars about our work and the development of our institutions. (The Froebel Union, the Froebel Seminary, the Peoples' Kindergartens' Society). The 9th of October this year we celebrate the twentieth anniversary of the Froebel Unions. On that occasion there will be edited a short account of the work and developments of our institutions. This account we shall send you. I beg pardon for any faults or mistakes as to the language.

Recently we have received questions about the development and the present state of the kindergarten in America. We, therefore, accept your kind offer and beg you to give us some particulars about the situation of kindergartens on the whole.

1. Number of kindergartens, teachers and pupils, normal schools and seminaries, training classes for teachers, supervisors (male and female).
2. The momentary situation of the orthodox and the freer form of occupational, dominant ideals.
3. The growth and the influence of the Montessori method.
4. Critics of kindergarten method.
5. Relations with the next period of school life.
6. Literature on named subjects.

SOPIS BAGGES,  
Headmaster, out of function.

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Paia, Island of Mani, Ty, Hawaii, May 2, 1919.

There have been no new kindergartens opened during the war—neither have any been closed. The children were very enthusiastic in purchasing stamps, two kindergartens having \$500 each, which means more for Plantation children than for city children. As Hawaii is the land of sunshine, we cannot use the songs and games for the season, but mat-weaving, basket making, blanket weaving, also hammocks, built-up work—making individual houses of the children of other lands, dramatizing Mother Goose, our old-time Folk Songs, as "Here we go 'round the Mulberry Bush," "Ten Little Indians," "Do You Know the Muffin Man?" "Ring Around the Roses," "Annie Went to the Cabbage Patch," etc.

The five free kindergartens on Mani are well supported and there is a move on foot by the Governor to take over one. Honolulu has a Free Kindergarten and Children's Aid which looks after the needs of our babies of kindergarten age. Hawaii, our largest island, has two kindergartens, one in Hilo well taken care of, and another one nearby under a settlement. The Territory of Hawaii was looked after by missionaries and that spirit seems to have been handed down, for we have committees to look after people, families and children—and as far as we know there is little, if any, actual suffering here. We can get along with what we get, using many supplies that we find about us and sending to Milton Bradley for what else we need.

CLARA MOSSER.

Kobe, Japan.

I want to tell you how interested we have all been in helping the Kindergarten Unit in France. The appeal sent out by the I. K. U. was presented at the annual meeting of our Japan Kindergarten Union last August. A committee was appointed to see what could be done, and in November 66 members of our Christian kindergarten sent in their contributions which amounted to over \$500. This sum was sent on to Miss Curtis.

It was not only the sum raised that was good for us, but it was studying from September to November the suffering children of the war region and the sympathy of the world for them. The children, as well as the teachers, were intensely interested—and when fighting ceased one small boy exclaimed, "Now Anabile can go home, can't she?" (The Italian woman whose story was told in one of the Red Cross magazines) "and the Belgians can hang out their flags!"

This work in the kindergartens has attracted some interest in various quarters. A Committee on International Friendship saw some of the children at their various activities during those months and it was reported that "they received enthusiastic comments from all sides," and it is suggested that the photos be used in a pamphlet that this committee is to publish.

I hope your kindergartners assembled in Baltimore will not be foolish enough to vote out the name "kindergarten"—you'll never get a better one. "Child garden," it is beautiful—and I wish you could have seen our child garden this very morning! I longed and sighed and pined for some power by which the lovely picture could be made to live permanently. One class was out in our flower garden weeding the beds—white azaleas, roses, California poppies, were in blossom—also some stately white flags (Fleur de lis). The children were one blaze of color—purple, pink, orange, blue, red in their dresses, or rather, with white aprons, and those butterflies flitting about among the flowers was one of the loveliest sights I have ever seen in Japan. The dresses seemed especially brilliant to-day.

Some of you may remember Wakuyama Ian, who was with you last year in Chicago. She landed in Kobe to-day to our great delight.

ANNIE L. HOWE.

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Tokyl Kindergarten Training School,

101 Haramachi, Koishikawa, Tokio, May 1, 1919.

We have six kindergartens in connection with our training school. They are situated in various parts of this great city, and draw from all classes of society. Our greatest need just now is money for a kindergarten settlement house in Tukagawa, the poorest slum district of Tokio. We already have a kindergarten there in a tiny, rented house, but we cannot do much in such a small place. There is great need for a big settlement house down there; and we believe that God will send us the money for it.

HARRIETT DITHRIDGE.

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Soochow, China, April 5, 1919.

It means a great deal to us here in China to feel that we are still in touch with the big movements of the world, and we do appreciate being remembered and wish to thank you for your letter, and for your offer of help. None of the educational or missionary work in China has been disturbed by the war, and most of the kindergartens here are maintained by our various Protestant churches in America, so that maintenance is guaranteed. I belong to the mission of the Methodist Episcopal Church, South, and our work is confined to the district of China, near Shanghai. It is hard for one to say just what the International Kinder-

garten Union could do to help the situation in China; there is so much to be done, and there seem to be so few ways to do it in. There is no national system of kindergartens, of course, and there cannot be for many years, not until the school system is more thoroughly organized, anyway, so that whatever is done has to be done on a small scale.

I cannot say either, that I approve of girls, Chinese girls, being sent to America for kindergarten training, they are often utterly spoiled, and come back to China unwilling to work for the uplift of their own people. Besides this aspect of the case, there is the fact that their training abroad entitles them to a larger salary than our Chinese schools are able to pay. It seems strange to say that there is nothing that the Union can do when there are so many pressing needs. What I wish to say is, that I don't know what to suggest! If we could correspond for a while, and if you could tell me what the Union is undertaking to do in other foreign countries, we might hit upon a plan for action.

There are hundreds, thousands and millions of little Chinese children who not only go without the help of kindergarten and school training, but who actually freeze and starve to death. Soochow is a city of five hundred thousand people, and there are thousands of children here all about us who will never receive any school or kindergarten training. Perhaps you know that we have a kindergarten association, called the Central China Kindergarten Association; we are supposed to belong to the International Kindergarten Union, but I am not sure whether our dues have been paid lately. I was ill for a year or so, and as we became short of workers, the membership in the association dwindled. Also the association has been incorporated into the East China Educational Association, which meets once a year, and each year a day is given to the discussion of kindergarten and first grade.

However, we still wish to keep up our meetings for the kindergartners, for we always find it most helpful to meet together and exchange ideas. I would be much obliged to you if you could find out and write me just how much our association owes the Union, and I will then see our treasurer, and she can arrange to send the money. It has occurred to me that if the International Kindergarten Union really wishes to undertake any work in China, that it might act through our association. If you provided the money we could educate Chinese girls in our kindergarten normal and then establish free kindergartens all over this city. However, of course, this is simply a suggestion in answer to your question.

Miss Kate Hackney, the principal of our normal school, is now the president of our kindergarten association. I was secretary of the association for a while, but I am not holding any office now. The Senah Staley Kindergarten was planned and built by my father and mother and myself, so that it originated as a private kindergarten, but now it is used as a practice kindergarten for the Kindergarten Department of the Laura Haygood Normal School of our Mission. We have a two-year kindergarten course, and this year we have six Juniors and six Seniors, though often we have much larger classes.

We have two kindergartens a day in the Senah Staley Kindergarten Building, a free kindergarten with fifty children in the morning, and a pay kindergarten with thirty-five in the afternoon. The Junior girls take their practice work in the morning and the Seniors in the afternoon.

I do some teaching in the kindergarten normal, but this year I have been appointed supervisor of our mission kindergartens, and the other missions in Soochow have also asked me to visit their kindergartens. Our Methodist Mission has four kindergartens in Soochow, and besides ours, there are five others, of which three are maintained by Chinese. Of the three kindergartens maintained by Chinese, one is maintained by the city, and the other two are free kindergartens supported by two wealthy Chinese gentlemen.

Miss Hackney asks me to say, that if you ever have any flower seeds

or interesting books for free distribution, we would be very glad indeed to receive such. I hope this letter of mine will not take too long to reach you, otherwise you will be thinking that I have not troubled to answer. I hope that we will hear from you quite often now, for indeed it is a help and a privilege to receive letters from America from those who are interested in the big world movements of education.

MARGARITA PARK.

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### NOWGONG GIRLS TRAINING SCHOOL

May 28, 1919.

I returned to Nowgong, India, on February 15th of this year, after a most delightful voyage of two months with calm seas, warm sunny skies and pleasant traveling acquaintances.

It is not always that a returning missionary has the satisfaction of finding her work in better condition than when she left it, but the force has been kept up here during these two years of absence, and a strong quality of work has been done. Moreover, our work here is cumulative, at a stage when each year reaps the benefits of the year just preceding, so that each class which finishes the school course has better trained teachers and a more advanced kind of instruction than the class which preceded it. The girls themselves recognize this, because, some of the earlier trained teachers here say, "Oh, this year's class is getting something that we did not have! We want to go back and study what we missed." The graduates of this school are leading the girls of Assam. They are filling the posts as teachers all around, in Government as well as Mission schools. They are going away for advanced training as doctors and nurses, high school teachers and zenana workers. There is a keen spirit of life stirring in the school.

This spirit of life in the school is having its effect, as well as its cause, in the way the girls play. There has been a gradual improvement in this respect for a long time, but now there are more organized games and playground equipment. There are swings and a slide, and there was a small attempt at a merry-go-round. The older girls have basketball, basketball and croquet. The little girls like to jump rope. They love best of all, however, to play store. On Saturday, when there is no school, the little ones set up their shops in the back compound, model in clay all sorts of articles for display in their shops, and have the same sort of a good time as the children at home under the same circumstances. We are pleased to see this growing impulse to play, because the general tendency among the children of this country is to sit around on benches or on their heels like little old men and women. We intend to give them more playground equipment and try to encourage them more in its use. The greatest difficulty is that the evenings after school, which offer the only suitable opportunity to play, are all taken up with the amount of housework which the girls have to do. In this school the girls have to hull every mouthful of rice which they eat. They have always done it. This is done by a food machine, called a "decky." The decky work, four days a week, uses up the largest part of the girl's leisure time. Besides this some of them have to do the cooking for the household, some work in the garden or run the lawn-mower. Then they have their own personal sewing to do. By the time these tasks are finished it is usually dusk and the girls gather for evening prayer. Then comes the evening meal, followed by study-class, and the day is gone.

Three new babies have been taken in and are being cared for by our matron, besides five other influenza babies, who died soon after being brought here. The older babies, which were so tiny when I saw them last, are running around now, three, four and five years old. They are the big seven, they are the biggest circus in this part of the town. They do a lot

to contribute to the general liveliness of our dormitory. It is wonderful to see how the kindergarten training has brought them out. They provide the material for child-study for the boarding girls who are taking normal training, and they form the nucleus for our kindergarten. Eventually, they will become some of our most valuable mission workers if all goes well. Nearly all are pure Assamese, of good blood, who came to us merely through the accident of losing their mothers when they most needed them. These babies line up, under the direction of 10-year-old Marci, and sing,

"Praise Him, praise Him, all ye little children!  
God is love, God is love!"

Oh, yes, they sing in English and all sorts of kindergarten songs in Assamese, and other little tricks.

The third stage has now been reached in the life of this school, as far as I have had any acquaintance with it. The first stage was completed when we entered our new modern school building in 1914, with something approaching an adequate staff of native teachers, and were recognized by the Government as a middle vernacular, or elementary school, with a substantial grant-in-aid from the Government. This past year, 1918, has seen the completion of the second stage of development, when, during the previous four years, a normal training department with two classes, a junior and a senior, has been firmly established in the school with full courses of study worked out for each in the vernacular; the status of the school raised to middle English; the staff brought up to full strength, with a complete corps of Christian women-trained teachers; the annual Government grant for maintenance substantially increased. We are now getting \$1,060 per year from the Provincial Government of Assam towards the maintenance of our day school.

"We are more or less in touch with almost every educated Assamese girl, within the radius of the Province and outside.

"The third stage in the development of this school, on which we are now entering, will include the establishment of a high school, designed on original lines to prepare girls for leadership in the social, political and economic life of their own communities, as well as for the intelligent management of their own homes. This will be the first high school of the kind in Assam and the first high school of any kind for Assamese girls.

"This is the way we are spending our time this year; training our thirteen candidates for teachers' certificates; making educational experiments on our 230 elementary school pupils; making a home for our nine or ten motherless babies and the rest of the boarding kiddies; planning the lives of the young people in our community; trying to create opportunities for them and prepare them to meet the needs of the present and future. There is much more that might be added, but this list keeps us busy."

We are not so far out of the world here but that we are watching with keen interest the plans for reconstruction and the progress of the new civilization in the homeland, as well as in the rest of the world. We are able to observe all these things with tranquility because we feel that we are doing our bit in this corner of the world's history and that what we are doing here now may have as great an effect on some other future threatened world tragedy as what the Big Four have been doing at Versailles. We are glad to observe that the people everywhere are coming more and more to realize that the world is a unit and that every race and nation is more or less dependent on every other. We are glad to hear of the closer coöperation between the Christian bodies at home, together with the indications of a determination to do nothing less than meet the challenge which is presented by the needs and the responsiveness of less favored peoples; thus not only to share with the backward peoples the superior advantages which have been ours up to

this time, but to begin now to prevent future world catastrophes which are only too dangerously near springing out from the arousal of the people in this part of the world, and their demand to come into their own.

FLORENCE H. DOE.

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Nowgong, Assam, India.

I am home on furlough, and since I have been in this country for a year or more and am preparing to return to Assam in October of this year, I shall wait until I am again on the field before I give you a survey of the kindergarten at present. During my first term the work was mostly experimentation and winning the confidence of the people in new methods. "Kindergarten" in the sense in which we use it, was a very new idea to these people and there was a strong objection to so much "play" in school hours. No matter how small the child be he must have a book and learn his alphabet from the first day. It has taken several years to gradually eliminate so many of these old established ideas and methods and prove the worth of the new ones. At last the majority are coming to realize that time is saved in the end and that the children are better students later on for this preliminary work, and we are able to accomplish much more. We are also carrying out the same kindergarten ideas and principles in the advanced grades to a great extent and trying to not make a break between our kindergarten grade and the first grade.

It is my idea and hope to emphasize the play a great deal more in the kindergarten when I return to it. The home life of the Assamese child is so barren of anything to call forth the response of play. No toys of any kind are provided. A doll, except as introduced from England or America, is unknown. But the smallest girl, or boy as well, responds eagerly to these "foreign babies." I have just succeeded in finding a fine brown celluloid baby doll at Marshall Field's that resembles these people very much, and am eager to see what response the Assamese children will make toward it. Am taking back a number of carefully selected toys to use in the kindergarten. So many of our toys here do not mean much to the Indian child. Toys and apparatus that will develop him physically are also so necessary. He sits so passively and is so timid in his bodily movements when he comes to school, in spite of being unhampered by much clothing. These are some of the reasons why we have made no age limit and permit very young and immature children to come. They need the activity which the kindergarten provides for them, and we find them much better developed than those who do not come so early.

EDITH CRISENBERRY,  
now in Mt. Gilead, O.



## REPORT OF PROPAGANDA COMMITTEE

At the meeting of the International Kindergarten Union in Chicago last summer, a report was made by Miss Harrison in regard to the war service of kindergartners, in which the fact was disclosed that there were eighteen States in which the International Kindergarten Union was not represented.

The Propaganda Committee, in its plan of action for the year, determined to make an effort to at least ascertain the facts as to the lack of progress of the kindergarten movement in these eighteen States and, if possible, to help stimulate interest and present more accurate knowledge of the value of the kindergarten to the State authorities. To each member of the Committee, one or more of these States was assigned as a special charge. Questionnaires were sent in some cases to the Superintendents of Public Instruction, to ascertain the reasons for the lack of kindergarten activity.

Reports were received from eleven of the eighteen States. Most of the replies showed a decided lack of information as to the educational standing of the kindergarten. One hopeful reply was from South Dakota. The Superintendent of Public Instruction replied that he himself was sending out questions to teachers in the State as to the advisability of introducing kindergartens. In some cases rapidly growing populations, which congested living conditions, were given as reasons for lack of kindergartens. In the case of Idaho, "the lack of population" was given as the cause.

From all sections of the country come reports, that, while the war limited funds for public education, yet, as the result of war conditions the need of the education of the younger children is more clearly seen, and especially the necessity of the kindergarten as an agency in Americanization.

An interesting experiment was being launched by the Government at the time of the signing of the Armistice. Several kindergartens were about to be put in operation in connection with the munition plants, where so many families of war workers were gathering. This was an evidence of the estimate of the United States Government as to the value of the kindergarten.

In Alabama and Georgia, it is reported, that there is an increased number of kindergartens where welfare work is being done either in cotton mills or Government plants.

The most marked sign of progress in Virginia is the establishment of kindergartens as a part of the public school system of Norfolk, one of the largest cities of the State. Baltimore is reporting five new kindergartens to be opened next year. In the States of Iowa and Washington a slight but steady gain in numbers of kindergartens is noticed. Ohio, Utah, and New York are making efforts for increase, both in quantity and quality. Nevada has a State law similar to that of California, but no active campaign has been started to follow up the law.

California and Texas again claim attention as prominent states in kindergarten advancement, because of their fine legislative efforts. Kindergartens are reported in nearly every town in California having the quota of children of kindergarten age. At the Chico State Normal School a novel feature has been introduced, by the beginning of a kindergarten-primary course to fit teachers for both kindergarten and primary work in rural schools. A bill is on the way in California to appropriate 5 per cent more on the State tax to the kindergarten fund.

Texas is showing great activity and marvelous opportunities for progress. Kindergarten training departments are being put into nearly all the State normal schools. Under the leadership of Miss Mabel Osgood, Chairman of the Kindergarten Department of the State Teachers' Association, and a member of our committee, assisted by Miss Winchester, of the United States Bureau of Education, a state-wide campaign for the kindergarten was begun at a big kindergarten rally at Forth Worth in March. As a result of this meeting, a field worker has been provided for Texas, to organize school patrons in various sections of the State into clubs to petition for kindergarten departments in the public schools. The Texas State Council of Defense will help in establishing funds for this purpose.

A closer affiliation between State Federation of Women's Clubs and this Committee would be an advantage in the promotion of kindergarten extension in many States. Massachusetts is an example of possibilities in this line of coöperation. In Arkansas the Federation of Women's Clubs is publishing articles in favor of kindergartens and urging the women of the State to work for it.

Our Committee has just issued a new folder on the topic of the Value of the Kindergarten in Americanization, as that was felt to be the kind of literature especially needed at this time. Our great need still is an *increased* amount of propaganda literature and more pictures and posters to appeal to the "eye-minded" public.

## FINANCIAL REPORT

### RECEIPTS

Balance on hand June 28, 1918.....	\$118.43	
Interest on deposits.....	3.00	
Receipts from Associate Member's Fees.....	75.25	\$196.68

### EXPENDITURES

Postage .....	\$ 11.07	
Typewriting .....	1.35	
Clippings Bureau .....	17.65	
Stationery .....	11.00	
Reprinting Leaflets .....	14.95	
Printing new Literature.....	24.53	80.55
Balance on hand.....		\$116.13

Respectfully submitted,  
GRACE ELDRIDGE MIX.

## REPORT OF LITERATURE COMMITTEE

During this strenuous year of 1918-19, the Literature Committee of the International Kindergarten Union has made its war contribution, along with its assigned task. One member of our committee, Miss Adah F. Whitcomb, head of Training Department of the Chicago Public Library, with Miss Pendry, Children's Librarian, not only launched but carried through a campaign called the "Picture-Book Fund for French Children." Within a very few weeks over 1,500 beautiful picture books were enroute to France, in care of Miss Fanniebelle Curtis and the Kindergarten Unit. A cable recently received tells of great joy they are now bringing to the French children; and now Miss Whitcomb has another installment ready for shipment. Many of the leading children's writers and illustrators contributed their own autographed volumes and numbers of the best publishing houses sent their choicest publications. Over \$320 came in cash contributions with which picture books were purchased, the South Bend Indiana Kindergarten Association sending \$25, accompanied by a set of beautiful book plates to be put into the books purchased with their fund, as a memorial to Mrs. Alma Oliver Ware. One friend sent 500 interesting and unique books. I doubt if a more beautiful collection of picture books has ever been gathered, or a goodlier offering ever sent overseas, each one of which was written in the universal language of smiles and needed no translation. Miss Nora Archibald Smith, another member of our committee, wrote the following poem as a foreword:

### THE CHILDREN'S SHIP

By Nora Archibald Smith

(Presented to the Picture-Book Fund for French Children)

What ship is this comes speeding on?  
They say she's bound for France.  
Why, sir, she's called the "Children's Ship"  
And every wave's adance  
To push her on across the sea,  
For over there, they say,  
There're hosts of homeless little folk,  
Who weep instead of play.

And what's her freight, my little man,  
What cargo does she bear?  
Is 't food to eat, or milk to drink,  
Or clothes for babes to wear?  
Why, sir, our ship has none of these!  
French children all are sad;  
We're sending heaps of laughing-stock  
And stuff to make them glad.

Our ship is crammed with savings banks,  
From turret down to hold,  
And some are full of silver coins  
And some are full of gold.  
This splendid treasure we've amassed  
And all is freely sent  
To buy those children picture books,  
And bring them back content.

They say the French, poor little things,  
Can't read an English word,  
But picture-books are in a tongue  
That every one has heard.  
We've saved our pennies, day by day,  
Nor given toys a glance,  
And now the money'll change to smiles  
For little folk in France.

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Our committee has reached the military camps overseas, as well as the orphaned children, for Miss Georgene Faulkner is now telling stories in the Y. M. C. A. huts.

Last year, 1917-18, we arranged a selected list of stories for the kindergarten, first and second grades, putting it in booklet form with a statement of standards used in the selection of material. With the list we printed the parallel versions of the stories as found in different countries, as well as the best sources for finding the material, publishers and prices. At the Chicago meeting last June and during the weeks following, 4,000 copies of the lists were sold. And now Miss Almira Winchester has asked permission to have it reprinted by the Library Division of the United States Bureau of Education. That reprint will soon be ready for free distribution.

This year the committee received many urgent requests for a list of poetry compiled in similar form to the story list. They have found the task far more difficult than that of last year. The temptation to enlarge the list is great, as poetry is such an intimate and direct experience, each one wishing that which she has used with success to be included. It is necessary to remind ourselves that this list is for a general group and therefore much of seeming value to the individual must be omitted. The sub-committee sorted out a group of standards on which one might base his selection.

Poetry must be characterized by directness, spontaneity, and emotional expression. It must be rhythmic and metrical—also brief, for direct awakening of emotion cannot be a long-drawn process. The form and language are essential. It should be a higher, purer expression than can be found in commonplace statement. Beauty of arrangement, rhythm or cadence, suggestion, and association should be distinctive.

True poetry awakens 'vital feelings of delight,' quickens our activities, and deepens and enlarges our sympathy with life. Also, it gives adequate expression to experience that we have only vaguely appreciated.

These characteristics in children's poetry are more objective and simpler, the rhythm primitive and definite, the alliteration and cadence rather external, and the content deals with experiences common to children, while the form is generally lyric. Their poetry will include humor and pathos, ballad and song—but always should give that spontaneous impulse of virility and quickened appreciation.

The poems for the kindergarten should charm by their elements of poetic beauty, rather than their meaning. They should charm the senses by sound, color, form, and movement.

The rhythm should be evident and unmistakable and should invite the children to sing, to dance, to play. Therefore, refrain is a natural characteristic, and often without meaning—pleasing combination of sound. The verses should be short, sometimes only couplets or a verse. The range of interest may be wide as long as the experiences are simple, objective, and childlike.

In the first grade the selections may be longer and the meaning less obvious. The ballad form should be used more often and the nursery rhyme should make way in large part for more poetical verse.

In the second grade greater variety of rhythm and greater length should characterize the poems. Some subjective experience may be included, the meaning more emphasized.

These standards were sent out to the committee as a whole and to some fourteen others whom they considered authorities in children's literature, requesting additions and subtractions both to the standards and to the list. There were 18 responses. These the sub-committee went over with great care, adding and subtracting the material according to the standards. I wish to thank the members of this sub-committee most heartily for the work they accomplished untiringly, week after week. Especially Miss Mary Lincoln Morse, who, as chairman, assumed the entire responsibility; Mrs. Alice O'Grady Moulton, for putting in form the standards of selection; Mrs. Gudrun Thorne-Thomsen, who gave so generously of her expert judgment as a research student of children's literature, and Miss Nora A. Smith, who, from the committee-at-large, made most valuable criticisms and contributions. After the entire work was apparently finished and ready to be submitted with its complete list of sources, publishers, etc., the committee decided unanimously that it would be wise to defer its presentation for another year. They do this in the hope that more and richer material may be discovered than we have already found. They eagerly seek your coöperation in making this a really worth-while contribution. If it is, we shall feel that it is well worth another year of research.

Respectfully submitted,

GRACE HEMINGWAY, Chairman.

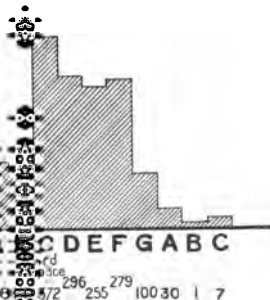
# COMMITTEE

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HIGH



Median

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 ranges of boys and

girls, Figure III of the low ranges. In the low range, there is practically no sex difference, but in the high range the boys have a median falling between C, third space, and D above, and the girls a median between D, fourth line, and E above.

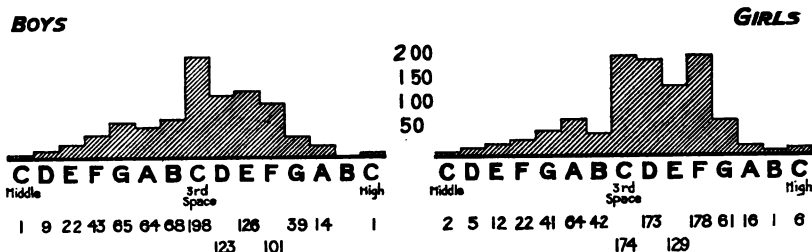


FIG. II—Curve, showing comparative high range of boys and girls. It will be noticed that girls' voices are slightly higher.

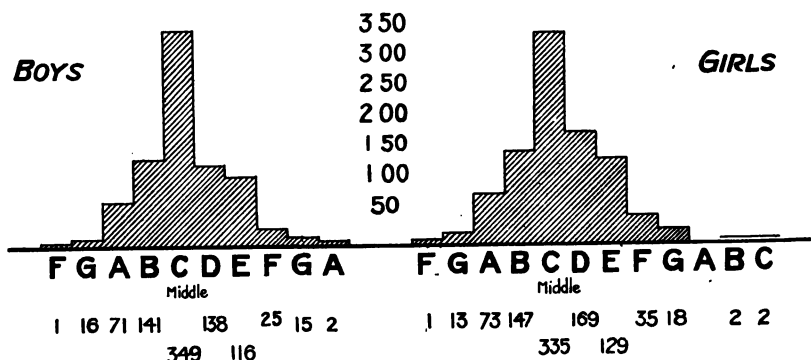


FIG. III—Curve, showing comparative low range of boys' and girls' voices.

In per cents, the tests show something like the following:

Low				
25.72%	of Children	sing	middle B	or lower.
65.77%	"	"	"	C " "
80.77%	"	"	"	D " "
94.38%	"	"	"	E " "
High				
23.23%	"	"	"	F (fifth line) or higher.
37.41%	"	"	"	E (fourth space) " "
53.85%	"	"	"	D (fourth line) " "
74.57%	"	"	"	C (third space) " "
25.49%	do not sing above B (third line).			

This means that if a song is pitched as high as F, fifth line,

76 per cent of the children could not reach the high note. If E were to be sung, 63 per cent must fall below; if D, 46 per cent would drop out at that tone; if C, only 25 per cent will fail to reach it.

The number of scale tones within the reach of children is difficult to tabulate satisfactorily because we could find no way to show which tones were common. The largest number of children of any one range sang from middle C to C third space, but of the 1,800 these were only 80. The median range for boys was found to lie between 8 and 9 scale tones, of girls, between 9 and 10, while for both, a little nearer 9 than 8. But as we could not show which 9, this record is of little value.

A tabulation of 486 four-year-old voices showed about the same low range but not quite so high an upper range as the five-year-old; 30.77 per cent sang E, fourth space or higher, as compared to 37.41 per cent of the children a year older.

It was the intention of the committee to make a record of tests made at the beginning and at the end of the school year to find the effect of a year of training upon the voices. Because of lateness in getting out the questionnaire and the closing of many schools on account of influenza, this was not done. Tests of 348 voices were made in January and again in May, a period of four months' training. The frequency curve measuring improvement in half tones shows little change,—no more, in fact, than between the untrained voices of four and five-year-old children. No conclusions are possible from such meager records. The slight change that was found may be the result of training or merely of normal growth.

The question is, of what significance are these records? How should they affect our selection of songs for kindergarten children if they are correct? It is difficult to say. If the songs are pitched within the range of the greatest number of children, from C to C, no opportunities for the development of a wider range is given the children. If, however, we continue using the high pitched songs are we in danger of straining the less flexible voices, or can we trust the children to sing as high as is comfortable for them and fall out when the range is out of easy reach? If we trust to this practice on the part of children, are we encouraging slipshod singing habits? Should more time be given to individual drill? Probably each one of us would answer these questions in the light of her own tastes and opinions. Whatever the answers, they would not be trustworthy until more evidence is in or more expert experience is brought to bear upon the subject. Until this has been done, it is best to withhold conclusions but continue experimentation and investigation.

The committee, in submitting this report, wishes to explain that it is aware that the scientific accuracy of the methods used, therefore the results themselves, may be open to criticism. We make no



pretense of having made more than a beginning along a line that seems to us important.

The committee wishes to express its appreciation and gratitude to the many kindergartners who responded so cordially and promptly to the questionnaire, whose coöperation and effort indicated a gratifying interest in the work, and without whose records this report would have been impossible.

Respectfully submitted,

CORRINE BROWN, Chairman.

## REPORT OF THE COMMITTEE ON CHILD STUDY

The scope of the efforts covered this year by the committee is varied. In part its endeavors consisted in "follow-up work." To attain the result sought last year, namely, the active coöperation of teachers throughout the country in child study, the members regarded the first necessity to be the distribution of the syllabus on Spontaneous Drawings in the Kindergarten and the questionnaire on Kindergarten Speech Improvement. To this end, through the generous coöperation of the students of the Providence Trade School, 3,000 copies of the syllabus have been printed and can be obtained from the chairman of this committee. The Bureau of Education, always ready to assist in the extension of kindergarten work, has assumed the responsibility of printing and distributing the questionnaire.

To further stimulate the interest and sympathy of the kindergartners in child study, to keep it within the ready reach of all teachers and to continue to link it with the daily experiences of the kindergarten, a second syllabus has been prepared. The topic is Spontaneous Play Activities in the Kindergarten. It includes the child's interest in plays and games, toys, playthings, and in making things. The questions in Part I are designed to guide teachers in their daily observations. Part II provides an outline of work for study in teachers' meetings.

### SYLLABUS

#### Spontaneous Play Activities in the Kindergarten

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### PART I

#### INTEREST IN PLAYS AND GAMES

1. What are the first play interests of the children on entering kindergarten?
2. Is the duration of these interests spasmodic, recurrent or persistent?
3. To what extent does the previous play environment affect their spontaneous play in kindergarten?
4. What subjects do the children dramatize and impersonate most naturally and spontaneously—
  - (a) People (and activities)?
  - (b) Animals?
  - (c) Inanimate objects?
  - (d) Nature?
5. Do they spontaneously dramatize stories? If so, what kind of stories?
6. Do they make use of real objects in their dramatic plays? What objects are used?

7. Are their dramatic games played by individuals alone or in groups? What is the usual number in the play groups?
8. Do they prefer quiet games or those requiring bodily activity?
9. Do their active games afford free, varied, and vigorous exercise of the muscles? Do they voluntarily choose games that involve fine accuracy and skill?
10. Does an organized play or game ever develop spontaneously from a simple physical activity?
11. To what extent do they play traditional games?
12. What characteristics do the most popular games embody—
  - (a) Repetition?
  - (b) Imitation?
  - (c) Competition?
  - (d) Change?
  - (e) Sequence?
  - (f) Dialogue?
  - (g) Rhythm?
  - (h) Rhyme?
13. Do the children in their spontaneous plays and games ever feel the need of the teacher?
14. Do their spontaneous activities indicate that formulated, organized games and dances be introduced into the kindergarten? What proportion indicate this?

#### INTEREST IN TOYS AND PLAYTHINGS

1. Which materials do the children choose most in their spontaneous play, blocks, industrial materials, or toys?
2. What proportion of the number of children choose Froebelian blocks? What proportion choose other blocks? How are they played with?
3. What toys seem to be the most popular, artistic, mechanical, or those that stimulate the self-activity of the children?
4. What qualities of toys appeal to them most, noise, usefulness, movement, or similarity to real objects?

#### INTEREST IN MAKING THINGS

1. What spontaneous use do they make of industrial materials? What materials are most often chosen?
2. What is the character of the thing made, for use, plaything, or decoration?
3. Does the value to the children seem to be in the process of construction or in the finished product?
4. Do the children select the most suitable material for making a particular toy?
5. When constructing things do they prefer to sit, stand, or move about?
6. How long do they spend in playing games at one time? How long in making things?

### PART II

1. Even a superficial observation of children leads to the conclusion that motor activity is a fundamental interest of childhood. Is this a wise provision of nature? Why?
2. Distinguish between play, work, and drudgery. Is there any sharp distinction between them in the development of the child or does one gradually merge into the other? Explain and illustrate fully.
3. Do children, up to the age of eight, ever improvise plays or games? Describe their character. Account for their origin. For how long a time do children continue to play such games?

4. Observe groups of children at free play. Are there leaders? Compare their characteristics? What qualities do they seem to have in common?

5. It is believed by many that the leaders of play become leaders of society in adult life. Select at random the names of a dozen great American men or women. Look up the stories of their early lives for facts concerning leadership in play. Do you find any correlation between play and leadership?

6. What is the nature of the child's first interest in toys? How do these interests change and develop with the age of the child? Does a change in interest have any pedagogical significance?

7. What is the source of the child's interest in dolls? What educational advantages may children derive from playing with dolls at home? Is it profitable for teachers to stimulate and guide children in playing with dolls or in making and furnishing dolls' houses? Just what educational results would you hope to get? Look up all accounts of the use of dolls in kindergarten and primary education that you can find.

8. Consult a number of textbooks on psychology to determine what basis there is for believing that there is a constructive instinct.

9. Observe with care the spontaneous constructive work of some half dozen children over a series of weeks. Keep a careful record. In what respect are they alike? How do they differ?

10. Do you believe that projects in constructive work for children, such as making an Indian village, help or hinder children in the more conventional work of the school? Before coming to a final conclusion consult various authorities for arguments pro and con. Also make some experiments.

11. What standards would you use in judging the crude handwork of children?

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Another task occupying the committee's attention has been to ascertain to what extent cards of promotion from kindergarten to first grade, designed to give the primary teacher some definite basis for her work, are employed. In this investigation the committee desired to secure the opinions of supervisors concerning this practice and, if generally approved, to afford assistance in the use and promotion of the plan. The limited number of responses seems not to justify us in making a statement at this time, but further inquiry may commend itself as an object for future effort.

The health of the child has always been an intimate concern of the kindergarten. The events of the last three years are pushing us to greater efforts to make conditions which will conduce to his health, happiness, and welfare. This special feature of the committee's work was entrusted to certain of its members, and in their behalf Miss Helen G. Dwyer submits the following report.

The committee is agreed that one line of activity essential in safeguarding the health of the child is an investigation of each individual's physical condition upon entering the kindergarten. For tabulating the data it suggests that the health cards used by the school be employed, in order that the physical records of the children may be continuous from kindergarten through the high school. In the absence of such cards, those issued by the Child Welfare Department, Council of National Defense, are recommended.

The physical records should include pre-school life, heredity and housing conditions or environment. This would furnish the teacher the necessary data for constructive work.

This pre-school investigation would be an endeavor to find out in how far the children were affected by definite influences connected with the family, heredity, disease, and the like. This data is necessary in determining later the influence the school has had upon the children; it furnishes the raw material, as it were.

The health test should be primarily to determine:

- (a) **The general physical conditions:** weight, height, chest girth, chest expansion. (These should be recorded at least three times a school year.) Condition of teeth, tonsils, naso-pharynx, eyes, ears, presence or absence of adenoids, occlusion of the teeth, etc. (Dr. Burnham and Dr. Gesell have made clear the importance of the six-year molars and the danger of entering children upon the work of the primary school before the appearance of all four of these molars. Kindergarten teachers should make known to parents the importance of these teeth.)

**History of diseases:** tuberculosis, measles, convulsions, fever, chickenpox, whooping cough, diphtheria, mumps, etc.

**History of habits:** nail biting, thumb and lip sucking, tongue position (all produce dental defects). Habits of cleanliness, food chewing, digestion, excretion, etc.

- (b) **The heredity record** should include the dominant characteristics and tendencies of the parents and grandparents of both parents if possible. An attempt should be made to know something of the character and disposition of the children through recording their spontaneous behavior, habits of attention, association, memory, etc., in order that the occupations given them may be more wisely adapted to the character of the individual.
- (c) **Housing conditions or environment** should include: number in family, age of the children, the chronological placing of child recorded, sleeping conditions, hours of sleep. Play space: park, home yard, street, etc.

In conclusion entrance physical records of health officer:

Opportunity for making clear the positive function of hygiene.  
Opportunity for discovering whether child is able to do the work of the school.

Opportunity to have the children put in good physical condition.  
Opportunity to educate teacher and parent in matters of wholesome hygiene.

Opportunity to safeguard other children against contagious diseases.

Opportunity for requiring such a condition of health and development as will enable the children to do the work of the school without injury to health.

Opportunity for better coöperation between the home and the school.

The committee submits these suggestions for consideration in the hope that many may be stimulated to act upon the suggestions, and in the hope that at the next assembly of the I. K. U. the problem of physical health of the children and the teacher may be more definitely and more vitally considered.

Respectfully submitted,

JULIA PEPPER, Chairman.

## REPORT OF THE GRAPHIC ARTS COMMITTEE

The last report of the Graphic Arts Committee, under Miss Julia Wade Abbot as chairman, presented excellent lists of selected pictures in two sizes, one group suitable for *hanging*, the other to be used in illustrating the *subject-matter* of the program. The lists were supplemented by a discussion of the elements to be considered in the choice of pictures for the kindergarten.

This year the committee has made a study of *ways of developing the young child's interest* in good pictures, that the wealth of material provided may be used to the best advantage. In other words, the present study is an attempt to learn what *in pictures really* interests the child, and, as a result of this knowledge, some of the influences which may be brought to bear to heighten that interest. In preparing its report the committee has drawn its material chiefly from three sources: *first*, a study of children's responses to pictures; *second*, a study of reminiscences of college and normal school students regarding their favorite *childhood* pictures and the factors influencing such choice; *third*, the suggestions of kindergartners, primary teachers, and mothers.

Two factors stand out at once: first, the unconscious influence emanating from the attitude and training of the teacher, what Mr. Sargent calls the "contagion" of the love of art; second, the need of acknowledging that, in the earlier stages of development, a child instinctively responds to certain forms of appeal and just as naturally ignores others. In the matter of looking at pictures, as in other forms of experience, children have an opportunity to see, and be attracted by, a *dozen* pictures for every *one* that we *consciously* bring to their attention. This appeal through pictures comes much earlier than the appeal through the printed word. We may much more readily control the child's experience with stories, for example, than his experience with pictures. The question is not merely one of presenting the *right* pictures, but of presenting these in a *way* which will cause the child to give them *really interested* attention. Is it possible that the people who prepare pictures for the billboards know more of the psychology of such an appeal than do some of us who list several terms of psychology under "subjects taken" in undergraduate or graduate work? We may lead a child to a picture but we cannot arbitrarily make him *drink* of either its beauty or its meaning, although he may strive to satisfy us with the superficial and transitory response which even the kindergarten child learns to offer to an over-eager teacher.



With regard to the first influence, that of the *teacher's* attitude toward art, we find several things worthy of consideration.

First, the necessity of providing the *prospective teacher* with *adequate* art training. In every recognized training school we find some form of art study. Certain of these courses doubtless include work in art appreciation, such as shall leave the student with an intelligent love of good pictures and the power to apply such appreciation in later association with children. Is it too much to urge that every art course for prospective kindergarten-primary teachers shall include such training?

Second, the need for the *regular teacher* to *refresh* and *extend* her own art appreciation through reading, attending study classes, visiting art museums and the picture exhibitions frequently occurring in all the larger cities, through "holding herself in a receptive mood toward beauty in every form." Any time, energy or thought thus expended will surely be repaid four-fold in the satisfaction resulting to the person engaged in this form of self-education as well as in the results to be discerned in her pupils.

Third, the desirability of influencing the home, where so much unconscious teaching goes on, through Parent-Teacher Associations, through the publishing of pertinent magazine articles, through the kind of pictures *sent home* with the children.

In the matter of *what* in pictures appeals to the child, certain facts have long been recognized. We have known, for instance, that color makes a strong appeal, that children seek *action* in pictures and frequently fail to enjoy a representation of childhood whose appeal exists in the picturing of a *mood*, rather than of something "going on." In our present experiment with actual children and with the adult recalling and analyzing of childish choices we have, in some cases, simply confirmed our previous knowledge in these matters. We hope, however, that a few new suggestions may stand out.

#### FIRST STUDY

Based on choices made on four successive days, with no intervention on the part of the teacher and with the factor of ownership influencing the decision—each child to mount and take home his group of selected pictures. Children of kindergarten age.

First day.—Pictures in *large* and *small* sizes; colored and uncolored; subjects familiar to children but varied in character. The children took a keen interest in the pictures, but their choice was influenced mainly by *color* and *size*, that is, the *large* colored *picture* was chosen.

Second day.—Element of size eliminated as far as possible through presentation of pictures of more uniform size. More than half the class chose on the basis of *color*. Even to-day, one child, who could not *tell* why he liked the picture he had chosen, was heard, later, to remark: "This is the *biggest* one of the bunch."

Third day.—Element of *color* eliminated. Large and small pic-

tures presented, the *larger*, less interesting in subject than the smaller. Two-thirds of the class chose the larger, less interesting pictures.

Fourth day.—Only small, uncolored pictures presented. Interest centered on subject. From a wide variety of subjects, ranging in interest from Mother Goose to landscapes, two-thirds of the class chose animal pictures, the second choice falling upon those presenting an imaginative appeal.

## SECOND STUDY

Based on choices made between pictures similar in subject-matter but differing in certain details. The experiment was made, first, with a group of kindergarten children; later, with a class from the second grade. In the case of every picture chosen, the majority vote was identical in both groups, the older children differing from the younger chiefly in the ease with which they expressed the reasons for their choice. A single example will suffice to explain the method followed.

Subject—"Bringing in the Christmas Tree." Two interpretations of this subjected presented at one time.

- (a) A jolly grandfather carrying home the tree (poster effect).
- (b) Two rather serious boys dragging the tree home through the snowy woods.

Both older and younger children chose the second picture, preferring first, the boys to the man, and second, the details of the latter picture with their appeal to the imagination. The distinctions made in other pictures chosen in this connection were based upon a variety of factors, including the child's response to the beautiful as manifested in different forms.

As a result of these two studies, the one based on the idea of ownership, the other less personal in its appeal, we were led to the following conclusions:

First. That a child's interest in a picture is controlled by a mixture of motives, as in the case of the children who, while loving the pictures as pictures, were as frankly interested in securing the largest picture for themselves as in reaching for the biggest piece of cake.

Second. That a child has a very genuine love of color, and can begin to appreciate that form of beauty even in a landscape, when the scene depicted is of peculiar interest to the child.

Third. That, while capable of enjoying beautifully colored landscapes, the child chooses before these the picture in which human or animal life is depicted. In the portrayal of human life he chooses pictures of children rather than of adults.

Fourth. That a child cares little for the "poster" type of picture, choosing in preference one which offers more food, in the way of details, for the childish imagination to feed upon.

The returns from College and Normal School students are valuable since, in most cases, an attempt has been made by the student to discover the influence which directed her childhood choice of certain pictures. These influences may be listed as follows:

First. Interest in the picture because it presented familiar "objects, incidents and surroundings,"—

"The dog in the picture looked just like my dog."

"I always sympathized with her because my brother found so much enjoyment in breaking *my* dolls."

In this connection repeated mention was made of pictures of children, but chiefly with emphasis upon situations in which children played a part. Particular stress was placed upon the picture in which the children appeared to be having "a good time" or to be in a satisfying situation. This corresponds in a measure to the child's demand for a happy ending in a story.

Second. Pleasure, because the picture suggested an unfamiliar, but much desired experience,—

"I had always wanted a big dog of my own."

"I was very much interested at the time—in kings and queens."

(A reference to an historical picture.)

Third. Interest in the picture which made an imaginative appeal. This list varied from landscapes to pictures of fairy characters.

"They seemed to tell stories to me."

"Many an adventurous story I made up about them."

"I liked to pretend that I was the little girl—taking care of that house."

Fourth. A joy in pictures because of pleasant associations even though these were not related to the subject of the picture.

"Because my mother used to look at pictures with me and tell me stories about them."

"This picture was given to me by an Aunt I loved dearly."

Mr. Sargent suggests that "closely related to this enjoyment is the association with the other arts of literature and of music. Children who have learned songs or selections of poetry frequently find a similar theme or suggestion in pictures, and the interest in one reinforces that in the other." In corroboration of this we read from our list of replies, "I liked any picture that I knew a song or story to fit."

Fifth. Pleasure in pictures containing the element of humor or of the unusual, found, for example, in certain Mother Goose rhymes and other illustrations,—

"It seemed so funny for Goldilocks to be lying in a bear's bed."

Sixth. A marked interest because of color.

Have we gained anything from analyzing and grouping such a

set of interests and influences as the above? In any modification of our methods we must all be governed by common sense. Just because children, past and present, have preferred children rather than adults in their pictures shall we, for example, eliminate all pictures of industrial workers from our collections? The absurdity of such a suggestion furnishes its own answer. The interest in the pictured processes, with their relation to human needs, will serve to gain the child's attention. Whether such attention will be held by the picture as a picture is quite another question. And this leads us to remind ourselves of what has so frequently been urged, that we use pictures with a two-fold purpose, and that the picture used to illustrate subject-matter or to help the foreign-speaking child to understand our words, while presumably the best of its kind, may not be at all the picture used for a gradual awakening of the child's aesthetic appreciation. In bringing to the child this second type of picture we shall do well to give heed to his interests. To quote Mr. Sargent again: "One secret of developing appreciation of art is to start with what one likes and then become acquainted with the best of that type."

Picture *study* as such does not belong in the life of the little child, but a sincere love of good pictures and of beauty in other forms may be bred in him through a right combination of subject and situation. The pictures we hope the child will come to love should be limited in subject to those interests which hold his attention most readily, should be as good as possible from the art standpoint, preferably in color. They should be associated with happy experiences, whether in the classroom or the art gallery. Time should be allowed to enjoy the picture quietly, with the teacher as appreciative comrade and interpreter, rather than as art lecturer. The children may be encouraged to "make up" stories about such pictures or in other ways to participate in what is represented by means of the imagination. It seems superfluous to suggest that one such picture at a time should be the rule, and but a few in the course of the year. One teacher suggests that an occasional change in the position of a picture brings new interest. A mother recently reported that her little girl inquired as to what had become of a favorite picture which had temporarily been removed from the wall during a period of house-cleaning. The child had failed utterly to notice that all the other pictures belonging in that room had also been removed.

Theoretically, we have long had our walls tinted to form appropriate backgrounds and the pictures have all been hung low. In actuality many of our children are still craning their necks and seeing the picture out of focus. Every kindergarten and primary room should have a library of good picture books, while the possession, by the school, of a group of stereopticon slides of notable children's pictures, is probably the exception but not at all an unknown situation.

Meanwhile, we shall be taking care to rouse our children to an

appreciation of beauty in whatever form it may present itself—whether in the glittering frost pictures of winter or in the mass of bloom brought into an otherwise somber room. One artist has said that art exists when we call attention to the way the branch of a neighboring tree or vine ‘goes across the window.’ Especially shall we bring into our classroom vivid patches of beautiful coloring, in fabrics and other materials. We have all visited classrooms so aesthetically drab as to be obviously the expression of an adult standard of taste.

If space and time permitted, much might be said on the negative side regarding the pernicious influence of the comic section of the Sunday supplement, and of what might be done to counteract this influence through Mothers’ Clubs and through our attitude toward such pictures when brought from home. Reference might even be made to the obnoxious influence of the “funny” pictures which stare up at the children from table and desk, when the thrifty teacher, in an attempt to provide an inexpensive protector during a painting or pasting lesson, has heedlessly secured the illustrated portions of the daily paper.

First and last, the attitude of the adult is probably the largest factor, whether her training and appreciation are to aid her in the selection of child-like pictures which are truly beautiful, or whether her unspoken appreciation is to be reflected in the child during a period when what we are means more to him than what we openly teach.

Respectfully submitted,

LOUISE C. SUTHERLAND, Chairman.

## **REPORT OF COMMITTEE ON MINIMUM ESSENTIALS OF KINDERGARTEN AND PRIMARY EDUCATION**

As the committee could not hold meetings, the chairman drew up a statement of aims and essentials and submitted it to each member of the committee. This statement, modified by suggestions from the members of the committee, forms the present report.

Where there was a decided difference of opinion, these varying statements are given with the thought that kindergartners in general probably hold just such differences of opinion, and a healthy and thought-provoking discussion is better for the cause than a mere statement of ideas so familiar that they arouse no interest.

Members of the committee assisting in this report:

Julia S. Bothwell, Director of Kindergartens, Cincinnati, O.  
Meredith Smith, Director of Childhood Education, University of Pittsburgh.

Annie E. Moore, Department of Kindergarten Education, Teachers' College, New York City.

Ella Victoria Dobbs, University of Missouri.

H. Grace Parsons, Director of Kindergarten and Primary Education, Denver, Colo.

### **FUTURE WORK**

The committee suggests that its work for the following year shall be to formulate, find, or suggest tests that may be used to determine the development, power, or mentality of kindergarten children. Tests that may be used in deciding which kindergarten group the child belongs in, or when he shall go to the primary grade.

## **REPORT ON MINIMUM ESSENTIALS OF KINDERGARTEN AND PRIMARY EDUCATION**

The wider vision of the post-war period has taught us that the kindergarten, as an agent in Americanization, as a means for the development of citizenship, and for the removal of illiteracy cannot be over-estimated.

Now, even more than before, the kindergartner should hold special meetings for parents, and should cooperate with other educators in organizing mothers' councils, etc., for every school.

Visits to the homes are also more important than ever for the kindergartner and the primary teacher as well, so that from the beginning the parents may have a true realization of the aims and standards of the schools.

The kindergartens and primary grades must consider now not only the problems of the children of from four to eight years of age

who are gathered in the eschools, but must reach up and out into the homes and night schools to find and to help adults who are of this age mentally, or who need much of the developing work of this period. The kindergartner, the trained nurse, and the primary teacher should go into neighborhoods where it has been ascertained that the help that they can give is needed, and with other agencies, do their part toward removing illiteracy. Many foreign mothers who cannot leave their homes could be taught in neighborhood groups, taught not only to read and write the language of their adopted land, but taught also the customs and laws of this country. Who can do this work better than the teachers of the youngest children with their wonderful tact, sympathy, and skill?

#### **THE KINDERGARTEN AND THE DAY NURSERY**

Kindergartners and primary teachers should work to have day nurseries established in every school where they are needed, not only for sub-kindergarten children, but also for the kindergarten children for the part of the day when they need care and are not in the kindergarten. These day nurseries should be under the care of the schools and should be scientifically equipped and administered. The kindergartner's training could well be used in such infant nurseries, and valuable studies of children younger than kindergarten age could be made here.

#### **A KINDERGARTEN FOR EVERY CHILD**

The kindergarten has proved its value and the time has come when kindergartners should go boldly forth, supported by the mothers, and should seek to influence legislation, and to present their aims, and standards to school boards, and to superintendents, until there is a kindergarten for every child; until it is an accepted part of every course in elementary education, and until every primary grade receives kindergarten-trained children.

The voice of the kindergartner should be heard in every convention, and on every program for education or social reform. The principles of the kindergarten must be preached through the press, the pulpit, in meetings large or small.

#### **TEACHERS IN KINDERGARTENS AND PRIMARY GRADES**

The very finest and highest type of young women should be in this field of work. Many girls take training for this field who are not fitted for it. It would be well if some standardized test could be given to people who apply for this training. Such teachers should be trained in child study, and child psychology, and scientific pedagogy, with a broad foundational education, and thorough preparation in the methods and principles of kindergarten and primary education.

#### **SALARY**

The salaries of kindergarten and primary teachers should be as

high as the salaries paid to any other teachers in the field of elementary education. The salary, the training, and test of fitness are all essential if the present standard of education for the youngest children is to be maintained, and certainly these three things are needed if this standard is to advance.

#### CO-OPERATION BETWEEN KINDERGARTEN AND PRIMARY EDUCATION

The kindergartner can do as much as any other educational factor in helping the primary grade of the future to become a natural outgrowth of kindergarten education. The wall between the kindergarten and the grade school must be done away with and must become instead a connecting bridge. Along many lines the work of these two periods may meet, overlap, and even fuse.

There should be planned in normal schools and colleges a course for the kindergartner teacher and for the primary teacher that will lead each to understand and appreciate the work of the other, and though majoring in their special field, each teacher should be able to teach in the other grade, and should at times exchange work.

Kindergartners and primary teachers should often have joint meetings in which the distinguishing features of each line of education may be pointed out, and also the possibilities of continuation of the kindergarten idea in the primary grade, and the preparation for the primary grade in the kindergarten.

One supervisor is recommended for both grades, provided she is trained and experienced in both fields. Or if two supervisors are employed, they should seek to establish harmony and continuity in their work, thus avoiding loss of time for the child resulting from confusion of educational aims, methods, and equipment.

Primary as well as kindergarten rooms should be provided with movable furniture, ample cupboard space for the child's work, as well as for supplies. These rooms should be well located, considering sun, air, and light. They should have direct exits to special playgrounds and space should be allowed for activity and play.

Materials for both grades should include anything that will aid the child in self-expression, in self-active investigation, that lends itself to childish manipulation and consequent development, provided that the materials can in no way be termed harmful. This material should include simple tools, mediums such as clay, sand, paper, cardboard, wood, paint, cloth, etc. The result of the use of this material should be to develop child-like yet correct habits of thought and action, and the gradual acquisition, through experience, of facts useful to the child.

In both the kindergarten and the primary grade a study should be made of groups, to determine how many children one teacher can handle to advantage under different circumstances. A group maximum and a group minimum might well be established and public opinion aroused to require school boards to keep the groups within



these limits. The primary teacher of to-day is suffering from no one thing more retarding to good work than groups that are too large.

Primary supplies should be definitely listed and standardized as the kindergarten materials are.

The first grade aim should become not merely instruction in reading, etc., and the passing of this standard, but it should work for development as the kindergarten does, and for the enlarging and enriching of the child's experience. Children should be promoted as much on development as on facts acquired. They should pass from one environment or one set of conditions because of natural growth; a real, not an arbitrary promotion.

The main effort of the kindergarten and the primary grades should be to provide for the youngest children an environment that will promote activity and growth along right lines, and that will at the same time protect the child from retarding or harmful influences.

Kindergarten and primary children should be tested both mentally and physically and the results carefully studied, so that the most intelligent training may be given them.

A careful study should be made to determine what power and mentality a child should have in order to accomplish the work now required of our so-called first grade children.

If the aim of the first grade was to take a six-year-old child and give him what he needs, no matter what that was, the kindergarten could do what it thought was wise, regardless of what was to follow; but the aim of the present public school first grade is to teach to little children a certain amount of reading, and the children are promoted to second grade on their advance in this one thing; to be sure other minor aims are allowed, but this is the main aim.

Because of this, we are in Denver, trying to give the children while yet in the kindergarten, a simple test that will determine whether or no the child is ready for this first grade with its fixed requirement. Without losing the spirit of the kindergarten, we give from fifteen to thirty minutes daily to very simple reading, taught from large cards and charts, and associated with pictures, and toys, and games. This is done only in the advanced class and is called transition work. No child is forced to do this, in fact, our definite aim is to introduce reading in a place where if the child is not ready there is to be found much other interesting and helpful work and play. We have found that most of our five-and-a-half-year-old children are ready and eager for this play reading. The results so far have been,—

1. Parents are willing to leave their children longer in the kindergarten when they realize that here the child can take the first step in reading.

2. The child is not promoted to the first grade until he is six mentally as well as physically.

3. He does enough first grade work in the kindergarten to prove that he can do first grade work, just as he must do in first grade enough second grade work to prove that he can go on to second.

4. In schools where this transition work is carried on we have no C or D classes in first grade rooms that will have to repeat the first grade work. Such children are placed in the kindergarten, where a little reading is combined with a great deal of other work and play more suited to the child's stage of development.

5. Children who are six or over and cannot do the transition work in the kindergarten, are advised to remain in the kindergarten another term, then they either go to the first grade, or are placed in special schools.

We feel here that this has been one of the greatest steps in making a sensible and practical unity between these two grades, and the kindergarten is doing a valuable work in saving children from going to first grade before they are ready, and spending a dreary year in a place where nothing is planned especially for their stage of development. The kindergartners handle this work entirely and have worked out many valuable ways of introducing reading in a truly kindergarten manner; they have become so much interested that many have gone on with their classes, taking them into the one B work.

The comments of the members of the committee on this transition work are, as follows:

Miss Parsons, Denver: I approve of this if it is carefully and intelligently handled. I believe that this new step should be made while the child is still in the familiar environment of the kindergarten. The transition class joins the kindergarten and the first grade as the junior high school is now trying to bridge the old grammar and high schools.

Miss Dobbs, of Columbia, Missouri, approved this in her general approval of the report, though it is understood in her case that she would also demand careful and intelligent handling of such work.

Miss Meredith Smith, of the University of Pittsburgh, condemns the idea utterly. On the contrary, she would not have children read until the second or third grade, but would give them many developing experiences that will prepare them to appreciate reading at this later age. Her work is in many ways ideal; she is free to plan it as she will; but it will be many years before the general public will be willing to keep children from all books until the second or third grade.

Miss Julia Bothwell, of Cincinnati, does not favor the introduction of any form of reading into the kindergarten.

Miss Annie E. Moore, of Teachers' College, does not feel that this simple reading is needed as a test of the child's ability to go into first grade. Nor does she state that she might not give reading to the child of five and a half years if he seemed ready for it.

NOTE: It may make some difference to know that in Denver the children have two full years of kindergarten work. The first year is kept purely kindergarten. Only in the second half of the second year do we use transition work. If we had only one year we would still give transition work, at least a chance to try it, to five-and-a-half-year-old children. Many of our kindergarten children have tested six and a half to seven years mentally; such tests gave us the idea of giving these mentally advanced children some primary reading. At the same time we were not willing to have them lose the rest of the kindergarten training by placing them in the first grade, so the reading was given in the kindergarten.

The above report is respectfully submitted in the name of the committee by

H. GRACE PARSONS, Chairman.

## REPORT OF THE COMMITTEE OF NINETEEN

The committee reports itself as now reduced to twelve, of whom seven are present at the Baltimore meeting: Miss Wheelock, Miss Hill, Mrs. Langzettel, Dr. Merrill, Miss McCulloch, Miss Curtis, Miss Laws. Letters or telegrams have been received from all other members: Miss Harrison, Mrs. Page, Miss Vandewalker, Miss Niel, Miss Fitts; a letter of greeting and resignation from Mrs. Laura Fisher Taussig.

The committee has issued during the year a circular letter setting forth its activities, and submits at this time the following reports on them.

The Committee of Nineteen which, at Boston in 1917, was given the responsibility of war service, outlined in several circulars suggestive plans and methods for service during the war, which were sent to all branches and members during the past year.

At the meeting of the Committee in Chicago in June, 1918, it was decided to follow a similar plan and four sub-committees were appointed to formulate helpful suggestions.

Miss Elizabeth Harrison was made chairman of a sub-Committee on Social Service, with power to select such associates as she might desire.

The sub-Committee on Education, of which Miss Lucy Wheelock was made chairman, was given the responsibility of securing typical illustrations of kindergarten activities in both normal and war times in picture form. The latter was at the request of the Woman's Committee of the Council of National Defense made through our President, Miss Stella L. Wood. Miss Mary C. McCulloch was appointed to assist Miss Wheelock in this line of work.

A second division of the work in Education was that of securing publicity through journals, papers, and various publications, and Miss Nina C. Vandewalker was appointed to assist in this division.

When it was discovered through Miss Harrison's report that there were still states, cities, and localities in which no branches of the Union had been formed, a Sub-Committee on Organization was appointed, with Mrs. Mary B. Page as chairman, to coöperate with such forces as she deemed desirable.

The work of Americanization seems especially adapted to the kindergartner from her close touch with the child, the mother, and the home, and a sub-committee was appointed for this feature of activity, with Mrs. Marion B. B. Langzettel as chairman, and Miss Harriet Niel to assist, with others to be added if desired.

Our great organization is of value only when each part of it, no matter how small, is a working unit.

The members of the Committee stand ready to give any help in their power.

ANNIE LAWS,

Chairman Committee of Nineteen.

## REPORT OF SUB-COMMITTEE ON SOCIAL SERVICE

ELIZABETH HARRISON, *Chairman*

The answer of the I. K. U. to the call for patriotic service during the war was spontaneous and universal and was a record of which our organization may well be proud. But there is a patriotism of peace to which we are also awakening. It is part of the great work which the war has called forth.

The success of the Kindergarten Unit in France is already established and shows great need of the work there. Much is yet to be accomplished for these still desolate and darkened lives of the refugee children of France.

The Americanization of non-English speaking foreign women, the mothers of thousands of our future voters, still cries out for workers, and we well know the kindergartners are among the most efficient workers in this line.

The Day Nurseries are beginning to ask for more definite educational help from the kindergarten, that the lives of these children, too young for kindergarten, yet old enough to long for activities, may not have in them too many wasted hours. The splendidly organized National Council of Defense has turned its forces into "Community Councils" and seeks help from every American lover of democracy.

The united movement of the churches of America asks for earnest, consecrated young women to enter into the work of preserving the higher spiritual life of our land during this period of readjustment and emphasis of material needs.

The great body of organized motherhood, known as the National Congress of Mothers and Parent-Teacher Associations, extending from the Atlantic to the Pacific, from the Canadian boundary to the Gulf of Mexico, is holding out its hand to coöperate with the kindergartners of the country.

The public schools are demanding closer coöperation between the kindergartens and the elementary grades.

All these forces at work for guarding humanity are important and should rouse us to our utmost. The new era of civilization lies just before us. Those who have learned the joy of serving know that it, like the widow's cruse of oil, increases the power to serve by serving.

The human brotherhood is being realized as never before in the history of mankind. The great Christ message is being reproclaimed. Let us lay aside every petty prejudice, every small egotism, every fretful little care. Let us cease to make mountains out of mole-hills and be ready to join in the work of the glad, new day which lies before us.

## REPORT OF SUB-COMMITTEE ON EDUCATION

LUCY WHEELLOCK, Chairman

In response to the request of this sub-committee for photographs, showing kindergarten activities and present lines of work, a few sets of pictures have been received. One of these has been put to immediate use as an illustration of kindergarten work in a forthcoming book on Education. Several kindergartners have sent for articles to be used in local papers. Such requests have been met by sending one or two items of current interest, and referring the request to the Bureau of Education for further response. The Committee desires further and larger coöperation in this matter.

Miss Vandewalker reports for the work in securing publicity through publications that it is being continued by Miss Winchester, in the Bureau of Education.

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## REPORT OF SUB-COMMITTEE ON ORGANIZATION

MARY B. PAGE, Chairman

The sub-committee on organizing new clubs to coöperate with the I. K. U. has made quite a large effort this year to interest teachers in the unorganized communities. The work is slow, partly due, we suppose, to the congestion of affairs in the months immediately following war conditions.

1. The Committee has begun coöperation, however, with State Chairmen of Education of the Federation of Women's Clubs and is meeting with hearty success, especially in Illinois.

2. The Committee is also coöperating in a few localities with the State Kindergarten Committees of the Parent-Teacher Associations, and 6,000 new leaflets have been distributed in Indiana and Illinois.

3. The Committee has not been able to coöperate with Miss Wheelock's and Miss Vandewalker's committees, nor any further than the above with already existing organizations. The reason is simply that the field is "white unto the harvest, the workers very few."

4. The Committee definitely expects, if it is your wish to continue it, to coöperate with other States with already existing organizations and with Bureaus of Education, and has just begun correspondence with people of leadership in the Western field. The reports already received indicate need of help in the organization of clubs.

## REPORT OF SUB-COMMITTEE ON AMERICANIZATION

MARION B. B. LANGZETTEL, Chairman

The Sub-Committee on Americanization, appointed by the Committee of Nineteen at its Chicago meeting in June, 1918, presents the following report of its year's work:

First. A Statement has been prepared for the branches of the I. K. U., suggesting a very practical program of work which was the outgrowth of experiments tested out in work with groups of foreigners in New York City and other places. The results of this have been most gratifying, as inquiries have come from many sources regarding the set of lessons prepared for the New York State University by Miss Harriet P. Dow. Among these is a letter from John Daniels, Chief of Division of Neighborhood Agencies in Americanization Study, in which he says that he considers that such work as would be done through the application of that program would help very much in bringing together a body of information that would prove of practical value to the country as a whole. Another result of the issuance of that program was its presentation to all the federated Women's Clubs of Ohio, showing that the work can be co-operatively carried out by other than kindergarten organizations.

Second. The next step for the Committee will be the presentation of a questionnaire, asking for specific data on the points outlined in the program, and for further suggestions growing out of the work that has been done to date.

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## REPORT OF SUB-COMMITTEE OF COMMITTEE

LUCY WHEELLOCK, Chairman

Since our last meeting three members of the Committee of Nineteen have joined the Great Majority. In the early fall Madam Maria Kraus-Boelté, pioneer worker in the kindergarten and devoted disciple of Froebel, laid down the burden of her years. In mid-winter, Mrs. Alice P. Putnam passed into eternal rest. She was a brave spirit, strong in faith and true in purpose. From the beginning of the committee's work, she has been a strong and helpful member. None knew her but to love her.

On our arrival in Baltimore, we were saddened by the news of the death of Miss Caroline M. C. Hart. Miss Hart has been one of the loyal, Froebelian workers, and will be missed by a large circle of friends.

The Committee of Nineteen is now a Committee of Twelve. Five of our members no longer walk with us, but with a great cloud of witnesses they encompass us about; though dead they still speak. We may hear them say, "From dying hands the torch we throw,"—

"Take up our battle with the foe."—"Fight the good fight, keep the faith, work as we have worked for the good of childhood, and for the deliverance of humanity."

Dear friends who have gone, we answer you! We bring you here our tribute of affection with the promise that we translate the inspiration of your lives into service for young womanhood and for childhood. We follow on! We carry on!

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### REPORT OF FROEBEL MONUMENT COMMITTEE

The Committee on Froebel Monument presents the following report:

#### *ST. LOUIS TRUST COMPANY*

##### *Savings Department*

Balance June 1, 1918.....	\$2,477.03
Interest to December 1, 1918.....	37.15
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Balance on Hand, May 1, 1919.....	\$2,514.18

Respectfully submitted,

MARY C. McCULLOCH, Chairman.

## REPORT OF BUREAU OF EDUCATION COMMITTEE

*Madam President and Members of the*

*International Kindergarten Union:*

The Bureau of Education Committee is having the satisfaction this year of seeing the completion of several of the projects it has helped to organize. The kindergarten reading course is in print and already enrolls many readers. The bulletin on Kindergarten Supervision, upon which work was begun in 1914, has just been issued, and is a very creditable piece of work. The material for the Kindergarten Curriculum has been in the hands of the printer for several weeks, and its publication in bulletin form was promised in time for the Baltimore meeting.

Progress has also been made on the other projects in hand. The questionnaires on Social Coöperation were sent out early in the year, but the returns came in quite slowly at first.

The failure on the part of Congress to support the Bureau of Education, and the possibility that it might not pass the appropriation needed to make the work of the kindergarten division effective, furnished the occasion for further effort on the part of the Legislative Committee.

Two new projects were undertaken this year and the work on these has been started. One of these is termed the College Curricula Inquiry. The Chairman of the sub-committee having this in charge is Mrs. Amalie Hofer Jerome, Chicago; and the other members are the Misses Stella McCarty, Goucher College, Baltimore; Mabel H. Wheeler, Florida State College for Women, Tallahassee; Anna W. Devereaux, Wellesley College, Wellesley, Massachusetts; Anna V. Logan, Cincinnati, O.; Alice N. Parker, Pittsburgh, Pa., and Mary B. Fox, Milwaukee. These women were selected because nearly all have been or are now members of college faculties, and therefore familiar with the college viewpoint. They are making an inquiry into the curricula of the one hundred ten (110) women's colleges and three hundred fifty (350) co-educational institutions to see what the institutions for higher education are doing to train young women for the responsibilities of home making and child training. The inquiry has hardly more than begun, but it is already apparent that a conception of fundamental importance in the preparation of young women for life is being ignored—that of the significance of the child in the home and to society, and the relation of woman to its development and training. Many of the colleges whose curricula have been studied have well equipped Home Economics Depart-



ments, and offer admirable courses in dietetics, textiles, household management and the several household arts. Practically none of them offer courses in that highest of arts,—the directing of young lives into channels of right thinking and doing. The kindergartner values her training because it has taught her that the home is not an end in itself—that it has come into existence for the sake of the children of the world. It is because the kindergartner believes that homes cannot perform their true function, and that family relationships cannot be happy ones unless the home maker understands the principles of child development and training that she wishes to see the study of these made a part of every young woman's education. The kindergarten training school has been almost alone among educational institutions in standing for the need of training for motherhood. Because of the experience of kindergarten graduates as to the value of such training, kindergartners feel that they have a contribution to make to the curricula of other institutions for the education of young women. To attempt to convert the women's colleges to this view may be an ambitious task, but it is one to which the committee in question is committed.

The other project undertaken this year is the organization of a primary curriculum, based upon the kindergarten curriculum now in press. This will do much to unify the work of the kindergarten with that of the first grade, since it will help kindergartners to plan their work with reference to that which is to follow; and the primary teachers to carry on their work on the lines already begun. The successful carrying out of this project calls for the assistance of leaders in primary lines. The chairman of this sub-committee is Miss Luella A. Palmer, of New York City; associated with her are the Misses Julia Wade Abbott, Washington, D. C.; Barbara Greenwood, Los Angeles, Cal.; Ada Van Stone Harris, Pittsburgh, Pa.; Marion S. Hankel, Cumberland, Md.; and Gail Harrison, New York City, representing the kindergartners; and the Misses Florence C. Fox, Washington, D. C.; Ella Victoria Dobbs, Columbia, Mo.; Alice Harris, Worcester, Mass.; and Yetta Shoninger, Nashville, Tenn., representing the primary grades. This committee held three meetings in Chicago, in connection with the meetings of the Department of Superintendence. It has organized its work on the same lines adopted by the Kindergarten Curriculum Committee; has apportioned the work among the members, and is well started on its task.

The work accomplished during the year is quite satisfactory, but other tasks need to be taken up as well. There is a real need for resuming work on Kindergarten Tests and Measurements which had to be set aside last year because of the lack of funds and the expert service needed to carry it on. To provide the means is the first responsibility. Should not the I. K. U. assume this? The securing of the expert service is the next. How can this be accomplished? The need exists and the way to meet it must be found.

It is important, too, that the full benefit be derived from the

tasks which the committee has helped to bring to completion. This is a responsibility that rests upon every kindergartner. The reading course has been brought into existence. The committee's effort can bear fruit only as kindergartners take this up, tell others about it, and work up interest in it. The information that the bulletin on Kindergarten Supervision contains is now available. Kindergartners should interest themselves in seeing that the significance of that information is realized by school authorities. They should see that libraries secure it, that it is made the subject of study in educational courses. The bulletin on the Kindergarten Curriculum should be studied in program classes and organizations of kindergartners everywhere. It is to be the topic of the meeting of the Kindergarten Section at the N. E. A. in June. It is in such ways only that the Committee's efforts can contribute to the growth of the movement.

There is an additional project that needs to be undertaken. The I. K. U. sees the need of more effective organizations of the kindergartners of the country. It needs many more I. K. U. branches as means to that end. There are many small groups of kindergartners who would be glad to form organizations looking to that end, but they need help in doing so. A pamphlet, giving the benefits to be derived from the forming of such an organization, with suggestions as to procedure, and methods of work would be of real value, particularly in the smaller cities where the opportunities for professional growth are limited. I suggest that this be an additional task to be taken up by the Committee in the near future.

The Chairman wishes to thank the members of the general committee and of the several sub-committees for their generous co-operation. The kindergarten is receiving increasing recognition, but the combined effort of all kindergartners is still needed to give it the place it should occupy in the educational system of the world's greatest republic.

Respectfully submitted,

NINA C. VANDEWALKER, Chairman.

**Report of the Joint Committee Concerning the Co-operative  
Work Between the International Kindergarten Union  
and the Congress of Mothers and Parent-  
Teacher Associations**

The Chairman of your Committee has attended the annual meeting of the International Kindergarten Union in Chicago and reported at that time that there were eighteen States in which there was no branch of the International Kindergarten Union and nine States in which there was no organization of Parent-Teacher Associations, and wishes at this time to again call your attention to the need of more vigorous organization and to the help which coöperating with the Parent-Teacher Associations would be in this matter.

Your Chairman also attended the annual meeting of the National Congress of Mothers and Parent-Teacher Associations, held in Kansas City, May 6th to May 10th, at which meeting it was officially reported that eight more States had taken up the propagation of kindergarten laws by means of which kindergartens should be made mandatory, rather than permissive.

Your Chairman has also sent out a circular letter to the one hundred thirty branches of the International Kindergarten Union, asking them to report concerning their work in connection with Parent-Teacher Associations, mothers, and the homes. A circular letter has also been sent by her to the thirty-eight State Presidents of the National Congress of Mothers and Parent-Teacher Associations, asking them to report concerning their coöperation with the kindergartens. The following is a summary of the reports received:

**I. K. U. Report**

**CHICAGO.**

Chicago has Parent-Teacher Associations in 39 of its public schools. In the Burke School there is a membership of 250, the largest of its kind in the state. Kindergarten children have at various times contributed to the program of the mothers' meetings. Various private and mission kindergartens have held mothers' meetings at which speeches on topics pertaining to child welfare have been given. Typewritten instructions furnished to each mother concerning the care of children: toys, games, and stories that can be used in the home, picture scrap-books made and presented to the homes, and many visits made to the homes. Parents invited to the Play Festivals and exhibits of the children's handwork. Friendship established wherever it is possible in connection with the non-English speaking homes.

## **FLORIDA.**

Florida Kindergarten Clubs not affiliated with the Parent-Teacher Associations, but with the Women's Club.

## **INDIANA.**

### **Mishawaka Kindergarten Club.**

Kindergartners have obtained speakers, demonstrators, and child-welfare workers for the Parent-Teacher Association; have taken charge of certain meetings, discussed topics pertaining to kindergarten children and their needs; have given typewritten instructions to mothers needing the same as to the care of their children, also concerning toys, games, and stories; worked with school nurses and social workers in reporting concerning the physical conditions of their children and the condition of their homes. The home of each child has been visited.

## **IOWA.**

### **Report from Des Moines only.**

Every school in the City of Des Moines has a Parent-Teacher Association. All kindergartners are active members of the same. Kindergartners have charge of the program at least once a year; cooperate in every way possible with the Parent-Teacher Association.

## **MINNESOTA.**

### **Report from Minneapolis only.**

Almost all Minneapolis schools have Parent-Teacher Associations in which the kindergartners work zealously. Many kindergartners have organized Mothers' Clubs and are doing definite Americanization work, urging these mothers, when possible, to attend evening schools.

## **NEW JERSEY.**

### **Only report in this state is from Newark.**

The Newark Kindergarten Association has no connection with the Parent-Teacher Association, but worked with the Home Service Clubs; supplied a quart of milk per day to a needy family; have provided trimmings for home Christmas trees.

## **NEW YORK.**

(Condensed report of the National Kindergarten Association.)

Campaigns for better kindergarten legislation inaugurated in New York, Pennsylvania, Kansas, Utah, and Arizona, and kindergarten propaganda extended in other states.

Fifty-two articles on Kindergarten Helps for Parents, which appear in newspapers and magazines, having combined circulation of 46,000,000. "If you will each get these articles published in your local papers you will greatly benefit your own community."

Special appeal for the kindergarten as an Americanizing agency. No better means of Americanizing than by teaching children of all nationalities in the democratic kindergarten, respect for flag, patriotic songs, and stories of the great men who have made America what she is.

To increase public interest in the kindergarten as an Americanizing agency is of utmost importance at this critical time. The Brooklyn Free Kindergarten Society recently invited Lt.-Col. Roosevelt to speak on Americanization. Meeting well attended by representative citizens, who were inspired to contribute \$4,500 to extend kindergarten education.

#### **Brooklyn.**

The Brooklyn Kindergarten Association kindergartners are doing fine work in mothers' meetings and Americanization work in connection with the Parent-Teacher Association.

#### **Buffalo.**

No connection with Parent-Teacher Association, but much has been done in Mothers' Clubs and in food conservation, teaching of thrift, teaching of knitting and sewing, making and repairing hundreds of garments. Much war work done.

#### **Rochester.**

Parent-Teacher Associations in more than half the schools, providing Penny Lunches, helping in school decoration, conducting child study lectures. Officers of the Kindergarten Association connected with the National Congress of Mothers.

#### **OHIO.**

##### **Dayton Kindergarten Association.**

The coöperation of the kindergartners with the N. C. of M. at Dayton is excellent, the Superintendent of Schools having appointed the Kindergarten Supervisor as Official Representative of the Parent's Associations.

#### **Cincinnati.**

No connection with Parent-Teacher Association, but much work done in visiting the homes and holding Mothers' meetings.

#### **PENNSYLVANIA.**

##### **Philadelphia Branch of I. K. U.**

Several teachers told their experience in home visiting and emphasized the value of it to mother and kindergartner, giving numbers of illustrations of appreciation of the home.

Mothers' meetings were discussed and the importance of holding additional and separate meetings from the large Parent-Teacher Associations of the school, was stressed.

Several teachers told what they had done in meeting different types of mothers:

Italian—Method suggested was first, simply to entertain and make them feel at home by emphasizing the social aspect.

Later home industries were brought, such as lace making, and explained by the mothers.

Still later, talks on the care of the baby and better home conditions and proper clothing for the children, etc.

American mothers were brought together to work with the kindergarten materials and have their purpose explained. Intense interest was displayed by these mothers and wonder at the skill of their children.

Mothers were invited to attend kindergarten while in session.

##### **Pittsburgh and Allegheny Free Kindergarten Association.**

The association coöperates with the Parent-Teacher Association in adopting the slogan of "A Kindergarten in Every School," and will assist in introducing into the Legislature, a bill making it mandatory to open a kindergarten where 25 parents request it. The Kindergarten Committee have furnished propaganda and legislation, also articles for Sunday papers, and officers of the Association have spoken in many of the suburban districts and elsewhere.

## **RHODE ISLAND.**

### **Rhode Island Kindergarten League.**

Affiliated with National Congress of Mothers and Parent-Teacher Associations. A kindergarten director attends every meeting of the National Congress of Mothers and makes report to the Kindergarten League concerning same. A kindergartner is a member of the Extension Committee of the National Congress of Mothers and co-operated heartily in Red Cross work.

## **WISCONSIN.**

### **Kenosha.**

Parent-Teacher Associations in every school. Informal Mothers' meetings held by kindergartners in coöperation with Parent-Teacher Association. Assist in schools for foreign classes in sewing, cooking, and millinery once a week.

### **Duluth-Superior Kindergarten Club.**

No connection with Parent-Teacher Association, but sent boxes of candies, sugar, dolls, and clothing for children of poor families; started a clipping bureau, to put into the papers of Duluth and Superior any message concerning the conservation of the lives of young children.

It is not known whether the smallness of the number of replies is due to the inefficiency of the letters in awakening an interest or because the reports had been made through some other committee, but the committee strongly urges that more definite coöperation and larger reports of work done by coöperation should enrich every annual meeting of the International Kindergarten Union, all of whose members have the insight to realize that the more coöperation we include in our work for children the larger and richer will be the results. May our committee, therefore, urge that each branch of the I. K. U. shall take upon itself the responsibility of in some way coöperating with the P. T. A.

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## **NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHERS ASSOCIATION REPORT**

The work undertaken by the Mothers' Congress is so varied and is in coöperation with so many other organizations that there is time only for the sifting out of a brief report concerning their coöperation with the schools and especially with the kindergartens. I received replies to my circular letter from 21 of the 38 States and a number of annual printed reports. In all of them the interest of the kindergartner was mentioned and in some of them mention was made of furnishing pianos for the kindergartens, supplying lunches, aiding in excursions and various other practical details.

At the Washington meeting of the National Board a chairman was appointed for each State, to appoint sub-chairman and committees in each local organization, to plan to coöperate with teachers for bettering the salaries of the latter; and further recommendation was made that each sub-chairman should consult with the State

Superintendent, and each local committee consult with the city or county superintendent in working toward this end; also, that plans should be made for working out a Publicity Committee on the subject of the under-payment of teachers. In addition, it was recommended that a careful study of the school laws regarding teachers' salaries be made as a first step, in order to find out existing salary conditions, and that this work should be done at once and progress be reported monthly to the State Chairman of the National Board.

At the meeting of the National Board in Chicago, February 24th, it was decided that the chief topic to be discussed at the annual meeting at Kansas City, May 6th to 10th, should be ways and means of helping to establish an Educational Department in the President's cabinet, and ways and means for increasing the salaries of teachers.

At the Kansas City meeting I gave a general report from the joint committee and spoke before the Association of Commerce and at an afternoon session of the National Convention on the value of the kindergarten and the necessity of laws concerning its connection with public schools; both talks were enthusiastically received.

Each printed report or year book sent out by each State Congress of Mothers contained some form of endorsement of kindergarten work. All personal communications which I have had with any of the officers and members of this large organization has brought forth expressions of earnest desires to be of help to the kindergarten cause in any and every way possible. Consequently, after due consultation with Mrs. George Eggers, Chairman of the Parent-Teachers' Association, member of our Committee, a letter was sent out by her to the 140 branches of the International Kindergarten Union, asking them to state in what way the National Council of Mothers could be made helpful to them. Some interesting suggestions have been sent in.

Among them from Brooklyn comes the suggestion that there should be centers maintained in the different parts of each city, where mothers may be educated and taught kindergarten principles and methods, free of charge. In addition to this education furnished to mothers, an extension of the same should include some place where the children might work and play comfortably while their mothers were being instructed.

From Portland, N. H., comes the suggestion that the Mothers' Congresses would be most valuable in promoting mandatory petition laws for kindergartens in connection with all the schools where there are 25 mothers making petition for the same. Also that each member of the Mothers' Congress would ask that a kindergarten be provided for in her district, if none has as yet been established. Also that mothers would be a great help if they would visit the kindergartens and ascertain if they are overcrowded and, if so, ask for larger rooms or smaller groups, and if they would interest themselves in new kindergartens about to be established to see that they are

on the sunny side of the school building, and have toilets and other conveniences.

Still another hopeful suggestion comes from Cleveland, O., asking help in obtaining compulsory kindergarten laws and using influence to limit the number of children in a kindergarten, with due consideration to space and environment. As this letter of inquiry was sent out after the first of May, our Committee is still hoping for other valuable suggestions, which may be reported at the next annual convention of the Mothers' Congress and Parent-Teacher Association. It is only as we can coöperate definitely that the best results can be obtained.

Are not the times calling out to us to make our work richer and better and more far-reaching by earnestly accepting the help offered us by this hundred thousand intelligent, efficient, and thoroughly organized association of mothers?

ELIZABETH HARRISON, Chairman.

(Read by Edna D. Baker.)



## REPORT OF THE COMMITTEE ON CO-OPERATION WITH THE NATIONAL EDUCATION ASSOCIATION

A kindergarten session was held February 27, at the Chicago meeting of the Department of Superintendence, under the auspices of the N. E. A. Committee.

The topics discussed were:

Results in the Kindergarten Which May Be Measured.  
Results Which May Not Be Measured.  
The Things that Count.

Miss Alice Temple gave a very interesting report of surveys which have been made with a view to discovering measurable results of kindergarten practice.

Miss Abbott spoke of *Morale*—of the force of spirit which may not be weighed or measured.

Professor Bagley's discussion of the immeasurable was especially inspiring, as was Professor Coffman's treatment of the things that count.

Full reports of all these papers may be found in the First Grade and Kindergarten Magazine.

The large attendance at this session was an encouraging sign of interest. Nearly one thousand persons were present, some standing during the entire time.

A Symposium Supper was enjoyed by one hundred and twenty kindergartners and friends. The plans for this occasion were admirably made by the local Committee, of which Mrs. Mary B. Page was chairman.

Mrs. Bradford, of Kenosha; Superintendent Thompson, of Boston; Superintendent Mortenson, of Chicago; Dr. Horn, of Iowa State University; Mr. Pearse, of Milwaukee, and Dr. Dyer brought us messages of courage and cheer.

Chicago was true to form in giving us a warm welcome, with excellent arrangements for hotels and halls.

Many representative workers were in attendance, and a good number of superintendents and school men were present at the conference. The large and enthusiastic gathering gave us courage and a stronger belief in education as the greatest power in the world.

Respectfully submitted,

LUCY WHELOCK, Chairman.

## REPORT OF THE I. K. U. IN CONNECTION WITH THE BUREAU OF EDUCATION

In July of 1918, the Federal appropriation for the kindergarten division became available, and officially the division passed from coöperative support to government support. Passed only in part, however, for the International Kindergarten Union has continued to supply the services of a clerk during the current year; and this aid, together with the generous assistance given in 1918 by Miss Orr, has made it possible to carry on without loss of impetus, a number of studies and publications.

1. The bulletin on Kindergarten Supervision has at last been distributed. It is hoped that this particular type of study will serve to clear the track for a worthy study of the *real* problems of supervision merely touched upon in the present bulletin.

2. A chapter dealing with some of the events in the kindergarten realm for the past two years, and forming part of the Commissioner's Biennial Survey of Education, is in process of distribution. It is entitled "Kindergarten Education."

3. The four-page leaflet on "Kindergarten and Americanization" has already reached you, together with a letter intended for you as a member of one of these groups: Kindergarten supervisor; kindergarten training teacher; kindergartner; or officer of a kindergarten club. A fifth type of letter has been addressed to city school superintendents, suggesting that they find ways of adjusting the time schedule of kindergarten teachers in foreign sections, so that their services can be utilized for Americanization work.

4. The Reading Course for kindergarten teachers is now a "going" concern, although still an infant. So far, 550 requests have been received; 111 readers formally enrolled; 38 readers have sent in summaries of books read. There are readers in 32 States, New York having the largest number, 13; Texas and New Jersey tying for second place, with 8 readers each.

5. In coöperation with some of the members of the Committee of Nineteen, the kindergarten division has undertaken to furnish a kindergarten "press service" for the leading educational periodicals in the United States, about 70 in number. The idea is to supply each month a few paragraphs of timely items about the kindergarten movement. It is desired to develop this little beginning into a country-wide press service, for it is impossible to over-estimate the value of the right kind of publicity. In view of the proposed reorganization of the International Kindergarten Union by States, publicity takes on added importance. A strong State Propaganda Committee will

probably be one of the first concerns of each State Kindergarten Association. Kindergartners who want to see the movement carry on should get some newspaper friend to initiate them into the art of preparing paragraphs that the press will accept on the spot.

6. The eagerly-awaited Kindergarten Curriculum is just issued. The bureau has a supply with which to answer requests as long as the supply lasts. Additional copies can be bought from the Government Printing Office at 10 cents a copy.

In regard to statistics, nothing later than figures for 1916 are now available. No study was made for 1917, and the 1918 figures are only now being compiled. Measures are on foot for securing the coöperation of the several State Departments of Education in gathering State figures after a uniform fashion and supplying them to the Bureau of Education every two years. This plan suggests to us another good reason for State Kindergarten Associations; for undoubtedly, the State Superintendent of Education will be glad to have the help of the kindergartners in preparing accurate data, and in providing standards by means of which to judge whether a class reported as a "kindergarten" is actually a kindergarten or merely a first grade with paper-folding attachments.

In the advent of Miss Abbot as Specialist in Kindergarten Education, the kindergarten division has received a new lease of life. The strength infused by the new specialist into the work is showing itself in both quality and amount; and the possibilities for rendering better service to the kindergarten world are opening up steadily.

One or two new projects may be mentioned. A bulletin containing pictures of children's activities in the kindergarten with a text of running commentary; a series of popular magazine articles, based upon the same pictures; lantern slides and legends, using the pictures; and a set of charts for exhibit purposes, again using the pictures. A study of hours and salaries of kindergarten teachers, in comparison with those of first grade teachers, is in process.

In regard to extension work, an interesting campaign inaugurated in February is going forward in Texas. It results from the combined forces of the State Federation of Women's Clubs, the State Congress of Mothers, the Child Welfare Department of the State Council of Defense, and the Kindergarten Section of the State Teachers' Association, of which Miss Osgood is chairman. During the past fall and winter the Bureau of Education had received many indications of unusual interest in public school kindergartens in the State; and it was believed that the time had come to respond to these indications by an organized campaign. The friends in Texas concurred in this belief and with characteristic energy set to work to organize a Kindergarten Rally, held in Forth Worth, March 22. On the program were placed as speakers prominent men of the State, who covered the various aspects of kindergarten education in a thorough way. Friends of the movement were in attendance from many parts of the big State, and the earnestness of the meeting made an

excellent send-off for the field worker, Mrs. Mary Watkins Jones, who began a five-months' period of service March 31. Mrs. Jones' expenses are being paid from a fund devoted to child-welfare activities by the Child Welfare Department of the State Council of Defense. A State Kindergarten Advisory Board has been formed for the purpose of giving counsel to the Child Welfare Department in matters pertaining to the campaign.

As this movement is being reported by others at this convention it will be enough merely to enumerate a few points that may serve as suggestions for other States as they plan their campaigns.

1. The State Superintendent of Instruction of Texas is in hearty sympathy with the movement, and holds out hope that eventually the State Department of Education will support a kindergarten organizer.

2. The right people are enlisted in the campaign. The kindergartners of the State are well supported by the Presidents of State Institutions, Superintendents of city schools, and social-welfare workers. The Congress of Mothers, the Women's Clubs, and the Council of Defense represent the earnest, public-spirited women whose courage and faith can remove mountains. The head of the Education Department in the State University, Dr. Eby, is desirous of establishing a kindergarten training department for advanced students. He plans to make a beginning by means of the 1920 Summer School of the University.

3. The field worker is a trained kindergartner and is experienced in the work of organization; she is a Texas woman and knows the State well. She takes with her a supply of literature for distribution, a set of kindergarten charts, and a set of lantern slides.

4. Texas has the advantage of being the home of Mrs. A. B. Griffith, chairman of the Kindergarten Committee of the General Federation of Women's Clubs. Mrs. Griffith is putting every ounce of strength into the Texas campaign so as to be able to use this as a model for other State campaigns. She is desirous of coming into close touch with the International Kindergarten Union branches in the various States and thus deepen the affiliation between the two organizations.

From Toronto, Ontario, has come an inquiry in regard to methods of extension employed in the United States. Leaders in that Province desire to inaugurate a campaign.

An increase in the appropriation for the kindergarten division has been granted and becomes available July 1. The total sum is \$6,000. The only other division in the Bureau receiving an increase is the School Garden Division. *Mark this well.* There is no doubt that Congressmen do like to be informed as to the things their constituents are interested in, or that they are apt to act on that information. Please, therefore, form the habit of asking annually for Congressional support for education in general and kindergarten education in particular.

The fine achievements of the International Kindergarten Union during the past few years have revealed its power as an organized body. Its money-raising ability is a perpetual surprise to itself. The Froebel Monument fund, the fund for the Panama-Pacific Exposition Kindergarten, the fund for the representative in the Bureau of Education, and the fund for the Kindergarten Unit in France all testify to real ability. Nothing can stop us. Where the best good of little children is concerned we can and do dare anything. And now that the burden of financial coöperation with the Bureau of Education, so cheerfully borne for four years, has rolled from our shoulders, our energies and money can be released for other forms of work in our own and in other countries.

The organization of kindergartners by States will mean rich, new opportunities for our best thoughts and efforts. I know we will meet the new challenge with the same fine spirit that has been shown in previous adventures and achievements.

Respectfully submitted,

ALMIRA M. WINCHESTER, Chairman.

## REPORT RENDERED BY TEXAS KINDERGARTEN ADVISORY COMMITTEE

Texas is only one of many States interesting themselves in the kindergarten movement, and that the International Kindergarten Union may thoroughly understand to what extent Texas is interested, I will try and give you just what we are doing.

The Texas Legislature in 1917 passed the Kindergarten law, which is based on the splendid California law, and since that time the Texas Federation of Women's Clubs, Texas Congress of Mothers, and other interested organizations which had done all possible towards the passage of this bill, have been working faithfully towards the end that Texas would soon be among the States which are proud of their kindergartens.

Early in February of this year, Miss Almira Winchester, from the Department of Education in Washington, wired Miss Mabel Osgood, of Denton, Tex., chairman of the Kindergarten Section of the State Teachers' Association, advising her that Dr. Claxton was planning for her to visit Texas in the interest of the kindergarten movement.

Miss Osgood, knowing what the Texas Federation of Women's Clubs and the Congress of Mothers had done for the kindergarten work, communicated immediately with Mrs. E. A. Watters, of Fort Worth, President of the Texas Congress of Mothers, and with Mrs. A. B. Griffith, as State Chairman of the Kindergarten Committee of the Texas Federation of Women's Clubs.

Feeling that her visit should be the very beginning of our state-wide campaign, plans were formed, and the first thing to be considered, of course, was "publicity."

First a slogan was adopted:

"A Kindergarten in Every School."

Considering a "get-together" meeting a most beneficial means for launching the campaign, it was decided to hold a Kindergarten Rally, and Miss Osgood was asked to act as Presiding Officer, and Mrs. C. W. Connery, of Fort Worth, Tex., President of the Texas Federation of Women's Clubs, was chosen as Chairman of the Program Committee, the proposed rally to be held in Fort Worth, March 22nd.

Letters were sent to the following organizations and individu-

als, extending a special invitation to the rally, and urging that each organization send a representative:

To the Governor, Lieutenant Governor, members of the Legislature (in session), State Superintendent of Public Instruction, Hon. Annie Webb Blanton, (the first woman to hold a State office in Texas, and one of whom the entire State should be proud), State Teachers' Association, Mayor of each city and town, City Councils, City and County Superintendents, Presidents of Independent School Districts, Presidents of State Colleges, Universities, State Normal Colleges, State Sunday School Association, Presidents of Fraternal Orders, Medical and Bar Associations, Labor Organizations, Advertising and Civic Organizations, Chambers of Commerce, Y. M. C. A., Automobile Clubs, Newspaper Editors, Lions Clubs, Rotary Clubs, Catholic Priests, Pastors of Parochial Schools, Catholic Women's Societies, Kiwanis Clubs, Protestant Clergymen, Rabbis, Presidents of Federated Women's Clubs, Mothers' Clubs, Parent-Teachers' Associations, Council of Jewish Women, Y. W. C. A., W. C. T. U., Suffrage Associations.

At this rally the following topics were discussed by leading educators of the State:

1. The Kindergarten a Fundamental Training for Citizenship.
2. A Kindergarten in Every School.
3. Psychological Standards of Kindergartens.
4. The Health of the Kindergarten Child.
5. The Necessity of Encouraging Young Women to take Kindergarten Training as a Profession and Preparation for Home-Making.
6. The Kindergarten as a Time-Saver in the Child's School Life.
7. The Dignity and Efficiency of Labor as Taught in the Kindergarten.
8. The Relation of Normal Schools to the Kindergarten Training Department.
9. The Value of Kindergarten Training in Respect to Home-Making.
10. Kindergarten as a Factor in the Mexican Situation.
11. The Kindergarten—Its Relation to the Americanization of our Foreign Population.
12. The Kindergarten in the Sunday School.
13. The Kindergarten in its Relation to the Primary Grades.
14. The Kindergarten a Social Agent in the Community.

Miss Winchester gave most beneficial addresses at both the afternoon and evening sessions of the rally.

During her three weeks in the State she visited the following

cities: Ft. Worth, Houston, San Antonio, Austin, Denton, and Dallas.

In answer to the kindergarten letters which were sent out, messages were received from every source, expressing words of encouragement and endorsement.

Governor Hobby wrote: "I heartily endorse the kindergarten movement, and hope the time will come when every child may begin his school training by a year or so in the kindergarten."

A message from Hon. Annie Webb Blanton, State Superintendent of Public Instruction, which reads: "I heartily endorse the kindergarten movement and should be glad to see kindergartens established not only in the city schools, but also in our rural schools."

Copies of the Kindergarten Law were printed by the thousands and every newspaper in the State was furnished with a copy, with request that they print same; also a copy of the law, with a petition printed thereon, was sent to the presidents of all women's organizations and to all school superintendents.

At this rally a resolution was passed recommending that a State Advisory Council for the promotion of kindergarten education be created, and our Texas Kindergarten Advisory Committee is the outcome of this resolution.



Kindergarten Survey Sheets were sent to every county superintendent and to the presidents of all women's organizations, bearing the following questions:

## KINDERGARTEN SURVEY

Kindergarten Advisory Committee School Welfare Division  
Child Welfare Department Council of Defense

MRS. A. B. GRIFFITH, Dallas, Chairman

MRS. B. A. SADLER, Dallas, Secretary-Treasurer.

Name .....  
Address ..... City ..... County .....  
Name of Organization.....  
President's Name.....  
Federation District.....  
Congress District.....  
Name of School.....  
Number of Kindergartens—Public .....  
Number of Kindergartens—Private .....  
Number of Kindergartens—Parochial .....  
Name of Kindergarten Teacher.....  
Address of Kindergarten Teacher.....  
Number of Kindergarten Pupils Enrolled .....  
Number of Sunday Schools having Kindergartens.....  
Number of Schools having rooms available for Kindergartens.....  
Number of Schools having Funds for Kindergartens.....  
Number of Children Kindergarten age in your County.....  
Maximum Salary of Kindergarten Teacher.....  
Minimum Salary.....  
Attitude of School Board toward Kindergartens.....  
Attitude of Citizenship toward Kindergartens.....  
Attitude of City and County Superintendents towards Kindergartens.....  
Do you desire a Kindergarten Teacher?.....  
Will you interest young women in taking a course in the Kindergarten  
Training Schools at Fort Worth, Huntsville, Denton, San Antonio  
or Dallas? .....  
Approximate Number of White (American) Children of Kindergarten age  
in your County?.....  
Approximate Number of Foreign Children of Kindergarten age in your  
County? .....  
Approximate Number of Negro Children of Kindergarten age in your  
County? .....

The information obtained from these survey sheets will be compiled in a State Kindergarten Survey of Texas and a copy of same will be forwarded to the Bureau of Education in Washington.

Letters have been sent to the presidents of all women's organizations (copy of this letter was also sent to the county superintendents), asking that they cooperate with their superintendents in devising ways and means for establishing and maintaining kindergartens. A letter was also sent to the superintendents, enclosing copy of the President's letter, that there might be complete understanding, harmony, and cooperation, as only with this harmony and cooperation can there be success in any undertaking.

The Presidents and Superintendents have been urged to hold a County Kindergarten Rally, preferably in June, called in the name of the County Superintendent. At these rallies speakers of note will be obtained, and interest aroused among the mothers and fathers in the communities that they may see the necessity for establishing more kindergartens.

Dallas County will take the lead in these rallies, as County Superintendent Hudspeth has agreed to call a rally, and will ask the cooperation of all interested persons.

A tentative program will be sent out for the rally, that other counties may follow.

We have written the five Kindergarten Training Schools in Texas, asking that they file with our Secretary, Mrs. B. A. Sadler, 5010 Abbott avenue, Dallas, Tex., a list of graduate kindergartners who will be available for work this fall. In this way we will be able to furnish the names of trained teachers upon request. You will recall that one of the questions asked in our survey sheet is: "Do you desire a Kindergarten Teacher?"

We feel that this will be both helpful to the community and to the teacher desiring a position.

#### TEXAS' PLAN FOR FINANCING

The Texas Division, Woman's Committee Council of National Defense, Mrs. Fred Fleming, chairman, through its Child Welfare Department, since the inauguration of CHILDREN'S YEAR by the Federal Children's Bureau, has been wonderfully carrying on the child-welfare work in Texas, and through the cooperation of all organizations in the State, raised sufficient funds to finance their work.

Following the suggestion of Mrs. Sadler, secretary for the Child Welfare Department, a state-wide "Tag Day" was held. Tags were furnished all cities and towns who expressed a willingness to cooperate, and these were sold by local committees. Forty per cent of the amount raised was sent to Mrs. Sadler, as treasurer, this amount to be used for the expense of the State Committee for Children's Year, and the remaining 60 per cent was held by the local workers, to be used for local expense.

When we were ready to launch the kindergarten campaign we naturally asked for the cooperation of the Child Welfare Department, and Mrs. E. A. Watters, of Ft. Worth, president of the Texas

Congress of Mothers, who is State chairman for the Child Welfare Department, came forward with a most generous offer of \$1,200, advising that the Executive Committee had appropriated this amount to enable us to secure the services of a field worker for five months to go out in the interest of the kindergarten movement, in connection with the "follow-up" work for Children's Year.

We have been most fortunate in securing the services of Mrs. Mary Watkins Jones, of Houston, who is not only a graduate kindergarten teacher, but a speaker who does not burden her audiences with too many technical terms for the average club woman and mother, but uses the vocabulary of the mother more than that of the trained speaker.

#### SPECIAL ISSUE OF A POPULAR MAGAZINE

The editress of the Texas Motherhood Magazine, which is devoted exclusively to the welfare of the child, has generously offered to give a special issue of the magazine, to be devoted to kindergarten education. This issue will contain only articles from educators and others who endorse the kindergarten movement.

#### WHAT TEXAS HAS DONE OTHER STATES CAN DO

We would suggest that any State anticipating a kindergarten campaign, first consult with the State Superintendent of Public Instruction, and secure his hearty coöperation, and we would further suggest that the State chairman of the Child Welfare Department, Council of National Defense, be asked to coöperate, as this department embraces all organizations and agencies interested in the welfare of the child.

Respectfully submitted,

MRS. A. B. GRIFFITH, Chairman.

## RAPPORT PRESENTE AU VINGT SIXIEME CONGRES DE L' INTERNATIONAL KINDERGARTEN UNION

Tenu à Baltimore (U. S. A.) par Madame Charles Bertinot, Member  
life of the I. K. U. sur le système Educatif Français de Mademoi-  
selle Mulot, permettant de faire la classe en Français en pays  
étrangers pour l'enseignement de la langue Française.

Si les exercices physiques peuvent amener des résultats pour la première enfance, la préoccupation reste toujours de donner une suite, et d'amener la jonction avec le début de l'Instruction proprement dite, il faut Créer des classes dites "DE Transition"; de là, beaucoup de temps et d'efforts perdus.

L'auteur du Systeme Educatif Français, Mademoiselle Mulot est par dessus tout une éducatrice. Elle a été pendant longtemps à la tête d'une institution de Jeunes Filles à Angers, et c'est son dévouement aux Aveugles qui lui a fait trouver l'utilisation du sens *tactile et musculaire* dans l'éducation; mais ce *sens* est toujours soumis à la *direction de la pensée et du jugement* que l'enfant exerce en se comparant à lui-même. Cette méthode constitue ainsi vraiment l'éducation Humaine. "L'institution de l'enfant" comme le demandait déjà notre vieux Montaigne dans son célèbre chapitre de "L'institution des Enfants." Nous trouvons tout dans notre fonds français: Fenelon dans son éducation des Filles, a de précieuses indications concernant la petite enfance et le début de l'éducation.

Le perfectionnement moderne est de préciser la valeur du développement physique, *son alliance intime* avec le développement intellectuel.

Dans le Systeme Educatif Français, l'association des deux développements ne se fait plus par cloisons étancées, mais *en même temps* l'un fortifiant, équilibrant l'autre; l'être humain s'élabore ainsi en prenant de bonnes habitudes.

Le S. E. F. par la clarté de son développement, habitue "enfant au travail personnel; il commence vers quatre ans ce qu'il *fera toujours*.

L'Ecole ainsi conçue, convient à toutes les classes de la Société, en ne demandant pour arriver au Certificat d'Etudes, que la matinée. L'Après-midi reste libre pour les besoins de chacun, suivant sa condition.

L'immense avantage du S. E. F. est de faire gagner un temps précieux, et d'amener la rectitude du jugement en apprenant à voir, à réfléchir, en évitant la contrainte et l'immobilité et nuisibles pour le développement des jeunes enfants.

La musique et le dessin ne sont plus relégués au rang d'arts

d'agrément; ils entrent dans l'Éducation ou l'art doit apporter sa contribution.

Le S. E. F. peut convenir à toutes les classes de la Société; Quel rêve vraiment démocratique que de donner à tous nos enfants, le même point de départ avec un fonds solide et indispensable, en ajoutant les connaissances nécessaires, à chacun.

Nous pouvons en juger au Cours de la Rue Mayet à Paris où le Système Éducatif Français est appliqué depuis trois ans. Un certain nombre de jeunes filles, élèves-maitresses, sont déjà formées et très demandées, il faudrait entraîner des jeunes filles intelligentes et dévouées, en leur montrant qu'il y a là un apostolat à exercer *au point de notre influence français*. Ce point de vue demande à être développé plus en détails, mais le Français peut être Enseigner en Faisant la Classe en Française dès l'âge de 4 ans.<sup>1</sup>

Le travail physique et intellectuel, prépare le développement moral donné par les élèves-maitresses qui appliquent ce système éducatif avec leur valeur morale personnelle.

Un point sur lequel il est utile d'insister, c'est la simplification également très grande apportée aux Elèves-Maitresses qui ont, par le S. E. F. des cadres tracés qui leur permettent de suivre les enfants, en respectant leurs tendances, leurs aptitudes; voyant nettement le but, elle peuvent se consacrer à l'observation de leurs élèves, pour découvrir la cause d'un arrêt souvent momentané.

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<sup>1</sup> Les Chansons du "Bonhomme Carre" et les Changons Géographiques apprises par coeur, offrent une grande facilité pour l'enseignement de la langue aux enfants.

## REPORT OF COMMITTEE ON RESOLUTIONS

We, the members of the International Kindergarten Union, assembled in the City of Baltimore, desire to give voice to our genuine appreciation of the gracious hospitality extended to us in a city and a section famous for its graciousness and for its hospitality.

THEREFORE, BE IT RESOLVED, That we express our deep gratitude to our hosts and hostesses to whose cordial invitation we have so gladly responded; to our immediate hostess, Miss Stella A. McCarty, chairman of the local committee; to the Baltimore Kindergarten Club; to the Maryland Association of Kindergarten Extension, our warmest thanks are due. Miss McCarty's unbounded enthusiasm and tireless efforts, seconded by the kindergartners, who so ably upheld her, have inspired generous aid and support from many civic and social groups, who have coöperated very materially in helping to make this gathering possible.

RESOLVED, That we gratefully acknowledge the interest shown by the Mayor of Baltimore, the Merchants' and Manufacturers' Association, the Women's Civic League, the War Canip Community Service, the Moving Picture Houses, the Morton Advertising Company, the Press, and the Park Board, in their valued contribution of literature, printing, notices, music, and decorations, and to Mrs. Baker Hull, who so ably coöperated in furnishing the inspiring music for our sessions.

RESOLVED, That we express our gratitude to the Board of School Commissioners, to Goucher College, Peabody Conservatory of Music, and to the Southern Hotel, for the use of their attractive and commodious auditoriums.

RESOLVED, That we are greatly indebted to all other organizations who joined with the local committee in extending to us a cordial invitation.

RESOLVED, That the exhibit at headquarters of material, books, and toys, including rag dolls and other products of children's efforts, is very interesting and suggestive. The electric lantern, loaned by the Baltimore & Ohio Railroad, made possible further representation of children's work in different localities.

RESOLVED, That to the Mothers' Clubs of the Mt. Vernon Place Kindergarten and Public School No. 11 Kindergarten, and to the Arundell Club, the Washington Kindergarten Association, the women of Baltimore, individually, and as members of the various

Women's Clubs, the Maryland Association for Kindergarten Extension, and the Baltimore Kindergarten Club, we express our great appreciation of their hospitality as shown in providing for us luncheons, teas, the delicious supper, the beautiful drive through the suburbs, and the constant use of their cars.

RESOLVED, That we especially express our pleasure and the delight to the kindergarten heart of us all in the simplicity, the joyousness and the freedom of the beautiful play festival so ably planned by Miss Margaretta Lamb, of the Baltimore Kindergarten Club, the city kindergartners, Miss Doris Feather and fellow workers, and so well carried out by the children of the kindergartens and playgrounds of the city. To the Children's Playground Association we extend our warmest thanks for the use of its rest rooms and for its enthusiastic assistance in the presentation of the Play Festival. We wish also to thank Adj.-Gen. Warfield, who so generously gave the use of the Fifth Regiment Armory, thus enabling the Play Festival to proceed regardless of the inclement weather.

RESOLVED, That in the interests of propaganda, the International Kindergarten Union cannot too heartily commend the local committee for the courage and effort which resulted in so successfully entertaining a large convention in a section where enthusiasm must make up for lack of numbers.

RESOLVED, That we go on record as having responded this year in our meetings with an increased spirit of unity throughout, with a larger tolerance in discussion of our methods and even of our name, and with an open-mindedness in confronting new problems which have been so ably presented to us by the several experts.

WE, THEREFORE, offer a challenge to our Union to so meet these problems in the coming years, that the children of all nations shall be brought to a realization of the meaning and responsibilities of citizenship in a world democracy.

To this end, let us hold fast to our slogan, "A Kindergarten for Every Child and Every Child in a Kindergarten."

Respectfully submitted,

CAROLINE W. BARBOUR, Chairman.

## **PLACES OF MEETING OF THE I. K. U.**

**Organized at meeting of N. E. A., Saratoga Springs, N. Y., July, 1892**

- 1st annual meeting, Chicago, 1893
- 2nd annual meeting, Denver, 1895
- 3rd annual meeting, New York, 1896
- 4th annual meeting, St. Louis, 1897
- 5th annual meeting, Philadelphia, 1898
- 6th annual meeting, Cincinnati, 1899
- 7th annual meeting, Brooklyn, 1900
- 8th annual meeting, Chicago, 1901
- 9th annual meeting, Boston, 1902
- 10th annual meeting, Pittsburgh, 1903
- 11th annual meeting, Rochester, 1904
- 12th annual meeting, Toronto, 1905
- 13th annual meeting, Milwaukee, 1906
- 14th annual meeting, New York, 1907
- 15th annual meeting, New Orleans, 1908
- 16th annual meeting, Buffalo, 1909
- 17th annual meeting, St. Louis, 1910
- 18th annual meeting, Cincinnati, 1911
- 19th annual meeting, Des Moines, 1912
- 20th annual meeting, Washington, 1913
- 21st annual meeting, Springfield, Mass., 1914
- 22nd annual meeting, San Francisco, 1915
- 23rd annual meeting, Cleveland, 1916
- 24th annual meeting, Boston, 1917
- 25th annual meeting, Chicago, 1918
- 26th annual meeting, Baltimore, 1919



## PROCEEDINGS OF THE TWENTY-SIXTH ANNUAL CON- VENTION OF THE INTERNATIONAL KINDERGARTEN UNION

The International Kindergarten Union holds its twenty-sixth annual convention in Baltimore upon the urgent invitation of the following organizations, the meeting being especially desired for its possibilities in promoting kindergarten extension.

The Mayor of Baltimore.  
The Board of School Commissioners.  
The Merchants' and Manufacturers' Association.  
Goucher College.  
The Women's Civic League.  
The Eastern High School Alumnae Association.  
The National Congress of Mothers, Maryland Branch.  
The Elementary Teachers' Association.  
The Council of Jewish Women.  
The Arundell Club.  
The Lawrence Memorial (Settlement) Association.  
The Southern Association of College Women.  
The Children's Playground Association.  
The Baltimore Kindergarten Club.  
The Maryland Association for Kindergarten Extension.  
The Baltimore Public School Kindergarten Association.

Its membership consists of 132 branches and 459 associate members. It works through eighteen active committees and has affiliations with three organizations; the National Education Association, National Congress of Mothers, and General Federation of Women's Clubs.

The officers are Miss Caroline Aborn, of Boston, Mass., president; Miss Julia Wade Abbott, of Washington, D. C., first vice-president; Miss Lucy E. Gage, of Kalamazoo, Mich., second vice-president; Miss Ella Ruth Boyce, of Pittsburgh, Pa., recording secretary; Miss May Murray, of Springfield, Mass., corresponding secretary; Miss Katharine Martin, of Chicago, Ill., auditor.

### MONDAY, MAY 19

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- 8:15 A. M. Visits to Kindergartens  
In charge of Miss Katharine V. Hooper.  
Assemble at Headquarters, Southern Hotel.
- 9:00 A. M. Meeting of Executive Board, Southern Hotel.
- 10:00 A. M. Meeting of Bureau of Education Committee, Parlor B, Southern Hotel.
- 2:30 P. M. Automobile ride, for members and visiting teachers only, starting promptly from the Southern Hotel. Identification by badge.
- 4:30 P. M. Arundell Club, 1100 North Charles Street.  
Visiting Kindergartners will be entertained at tea by the Arundell Club.

## MONDAY EVENING, MAY 19

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8:00 P. M. Opening session, Albaugh's Lyceum Theatre.

Music, Farson's Band.

March—Georgia Land.....	Lewis
Excerpts from Martha.....	Flotow
Valse Lenito Kisses.....	Zaneneck
March—University .....	Seitz
My Maryland.....	

Invocation—Rev. Hugh Birkhead, D. D.

Addresses of Welcome:

Miss Stella A. McCarty,

Chairman of Local Committee.

Dr. Frank J. Goodnow,

President of Johns Hopkins University.

Mr. James W. Chapman, Jr.,

President Board of School Commissioners.

Dr. William Westley Guth,

President of Goucher College.

Response: Miss Caroline D. Adorn,

President of International Kindergarten Union.

Address: Dr. A. Duncan Yocum,

Professor of Educational Research, University of  
Pennsylvania.

"The Kindergarten as a Factor in Democracy."

In addition to the addresses of welcome on the program, the following message from Cardinal Gibbons was read by Miss Katherine Hopper of the local committee.

"I regret I will not be able to attend the twenty-sixth annual convention of the International Kindergarten Union.

"May I not remind those present, how precious is that portion of the Lord's vineyard which they have undertaken to cultivate? What more noble than the task of directing the pliant and susceptible minds of children! What more lofty the task of planting in the tender hearts of children the seeds of heavenly knowledge! In the name of your country that requires you to rear up, not scourges of society, but law-abiding members; in the name of God, whose representatives you are, I exhort each and all present to give of their very best to the Kindergarten Union. And may the children, for whose welfare you are assembled, be the joy and the comfort of our common country, the inheritors of your virtues, and in eternity, 'rise up and call you blessed.'

"Faithfully yours,

CARDINAL GIBBONS."

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Dr. Goodnow's address, representative of the spirit of the welcome given was, as follows:

As a people, we have from the beginning of our history put the greatest trust in education, and in popular education in particular.

The little red school house has in the past been the subject of enthusiastic praise. At present, as in no other country, the American high school is giving evidence of growth, both from the point of view of the subjects taught, and from that of the number of school established.

Our experience during the trying times, which happily are now closing, has been such that we are convinced that our trust was not placed in vain. The cheerfulness with which our people took up the burdens imposed upon them, the enthusiasm they exhibited in their proffers of service would not have been possible in a community so far removed as we were from the scene of warfare, so protected as we were by nature from attack, had our intelligence not been great. That we were able to exhibit the intelligence which characterized us was, without question, due to the fact that our system of education had been so popular. It was a system, which, while making provision for those of every station, did not omit the offer of opportunity to those who were able to pursue their studies into early manhood. That the opportunity was not offered in vain demands no more proof than the splendid showing made by college educated men and women in the military and civil services of the Government during the past two years.

The foundations of all systems of education, whatever may be erected, must however be laid in the early years of childhood. It is for this reason that the kindergarten fills so important a place in education. There as well as in the primary grades the seed is planted which later is to ripen into fruit worthy to be harvested. There the basis of character is to be laid; there habits of industry and clear thinking are to be acquired. If the work of educating the children is not well done, the subsequent endeavor of the teacher in what are called the higher grades, is largely in vain. In any case, his chances of success are greatly decreased.

It is, therefore, that as the representative of a university I take great pleasure in joining in the welcome now being accorded to the International Kindergarten Union at its twenty-sixth annual meeting. I hope you will have a highly successful meeting. I feel sure that one of its results will be to contribute to the solution of some of the great problems which we shall be called upon in the near future to solve. For many of them unquestionably have to do with that popular education of which the kindergarten is such an important part.

**TUESDAY, MAY 20**

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**8:15 A. M. Visits to Kindergartens**

**In charge of Miss Katharine V. Hooper.**

**Assemble at Headquarters, Southern Hotel.**

9:30 A. M. Southern Hotel, Ball Room.

Discussion: "Is it advisable to change the name 'Kindergarten'?"

Leaders:

For the Affirmative—Miss Alice Temple, University of Chicago, assisted by Miss Patty S. Hill, Miss Lucy E. Gage and Miss Stella A. McCarty.

For the Negative—Miss Catharine R. Watkins, Director of Kindergartens, Washington, D. C., assisted by Miss Stella L. Wood, Miss Nora Atwood and Miss Fanniebelle Curtis.

A full and free discussion from the floor.

Speakers limited to two minutes each.

The presentation of the discussion, made by the two leaders of opposing points of view, is given in the papers submitted by them and published in full in this report. The discussion was earnest, and many speakers presented their views for and against changing the name "Kindergarten," some telegrams and letters on the question being also presented.

At the close of the meeting a straw vote was taken to ascertain the sentiment of the meeting, which showed an overwhelming majority against a change of name, there being but twenty-four votes in favor of it.

2:30 P. M. Southern Hotel, Ball Room.

Conference of Training Teachers and Supervisors.

Chairman, Miss Mary C. Shute, Boston Normal School.

Topic: "Practical Methods of Developing Initiative in Students and Kindergartners."

Discussion opened by

Miss Marion Hanckel, Supervisor of Primary Grades, Cumberland, Md.

Miss Edna D. Baker, National Kindergarten and Elementary College, Chicago, Ill.

In the Conference of Training Teachers and Supervisors, Miss Shute, presiding, announced that the topic was chosen by the committee as a whole, and that the value of initiative was not to be discussed, that being recognized and granted, but rather practical ways of securing it. Miss Hanckel, the first speaker, gave a number of practical suggestions from her own experience as follows: importance of small groups of teachers meeting with supervisors, with self-organization in the group, in the election of officers, in the choice of topics to be discussed, though with leadership from supervisor; the use of a question bag, from which questions are distributed to each member of the group to be answered, leader contributing to questions as well as teachers; demonstration by the supervisor of activities which the teachers hesitate to carry on, example excursions; exhibitions of work; personal visits with criticism on the basis of what the group has decided it is well to do; use of the question method in making suggestions and criticisms. The supervisor should bring to a teacher faith in her own ability; should recognize

the limitations of teachers and not force natural followers into leadership; time is a factor in developing initiative in teachers as well as in children. Supervisor must justify her leadership by self-study and personal growth.

Miss Baker presented the student activities in her institution, the National Kindergarten College, which are making for the development of initiative in the students; first, student council and second, student government.

Active and interested discussion followed these speakers.

2:30 P. M. Eastern High School Auditorium.

Conference of Directors and Assistants.

Chairman, Julia Wade Abbot, Kindergarten Specialist Bureau of Education, Washington, D. C.

Topic: "To What Extent Have Our Methods in the Kindergarten Been Modified?"

- (a) In the relation of the teacher to the group.
- (b) In the materials used.

After a brief introduction by the chairman, the conference consisted of spontaneous discussion from the floor. "The relation of the teacher to the group" proved such a fruitful subject that the majority of the time was given to such questions as:

1. Shall the kindergarten program be organized at the beginning of the year in a form that shall persist through the year?
2. How flexible shall be the time schedule from day to day?
3. What shall be the proportion of time given to periods of spontaneous activity and to periods where groups are organized by the teacher?
4. How do the number of children in a kindergarten and the type of homes from which they come, affect the problem of spontaneous group work?
5. What types of kindergarten activity are best adapted to free work, and what types are best adapted to more organized work?
6. When and how shall the teacher bring about an appropriation by the group of an idea or project suggested by a child?
7. When shall a teacher give suggestion, (a) to the individual; (b) to the group?

There was such a spirit of unanimity for a freer type of work in the kindergarten, that the conference went on record, by a practically unanimous vote, as endorsing the following principles:

(a) The organized form of the kindergarten program should grow out of the natural reaction of the children to new materials and to new playmates.

(b) Organization by the teacher should follow, rather than precede, the free use of materials by the children.

6:30 P. M. Supper at Gymnasium, Catherine Hooper Hall, Goucher College; for officers and delegates, as guests of the Baltimore Kindergarten Club.

8:00 P. M. Auditorium, Catherine Hooper Hall, Goucher College.  
Community Singing,  
Led by Dr. Charles G. Woolsey, Army Song Leader for War Camp Community Service.  
Accompanist, Miss Clara Shafer.  
Address: Miss Fanniebelle Curtis,  
Director of Kindergartens, New York City, and  
Director of Kindergarten Unit in France.  
"The Work of the Kindergarten Unit and Plans for the Future."

Miss Curtis began by addressing the audience as "the Creators of the Kindergarten Unit."

She then gave a report of the work which has been done, picturing the devastated country which she has visited, and telling of the return of the refugees to their homes, and the great need for work among them, particularly with the little children. In the twenty-five destroyed villages through which she traveled, the old and young are returning, finding their homes only piles of stone; but at once they begin the work of restoration, and one finds here an old woman working in a garden, or perhaps a few children. The Unit has arranged for three camionettes to go from village to village, and gathering the children together on the green, to play games with them, certainly weekly but oftener if possible.

The Unit has also established in Paris a kindergarten which has served as a demonstration of this form of education.

The following telegram makes a further report of the Unit.

"Congratulations on record your—I might say our—Kindergarten Units have made the past year in France. Your choice of the personnel and the place they have made for themselves in every community they have worked, is in my opinion, one of the finest records made in France.

"The opportunity of continuing the work with the French Commission is one not to be lost. The need of Kindergarten Unit will continue for at least another year or two, especially in north of France, among devastated towns. The benefit, both morally and intellectually to the children of that region, cannot be emphasized too much. You will be able to explain more fully to your Association the importance of these two phases; the period of childhood from two to six, as you know, is in my opinion, one of the most important, and so much neglected at the present time that it has earned the name of the neglected period of childhood.

"I cannot recommend your work too highly and the noble spirit which you and all your staff have shown, is in my estimation, one of the best examples of American women's efforts in France for the children of that beloved country. I am sorry

that I am not able to assist you, but please express for me to your society my deepest interest in all of your projects, and you may be sure of my continued support for all your endeavors.

"WILLIAM PALMER LUCAS,

"Chief of the Children's Bureau,

"American Red Cross, France."

WEDNESDAY, MAY 21

#### Delegates' Day.

9:30 A. M. Auditorium, Goucher College.

Delegates' Procession, under direction of Miss Lucy E. Gage, Second Vice President, and Miss Katharine Martin, Auditor.

The Delegates assembled in the Gymnasium and, led by Miss Gage and Miss Martin, marched down the main aisle and then circled the hall, bearing banners with slogans and statistical information from the various branches and states.

The meeting began with the following reports:

Report of the Recording Secretary, Miss Ella Ruth Boyce.

Report of the Corresponding Secretary, Miss May Murray.

Report of Auditor, Miss Katharine Martin.

Before turning the meeting over to the leaders in charge of Delegates' Day, the President explained in some detail, the new plan of reporting by States which had this year been inaugurated, as shown in the following announcement sent to branches:

You are hereby notified that the Twenty-sixth Annual Meeting of the International Kindergarten Union will be held at Baltimore, Maryland, May 19-23, 1919. You are cordially invited to be present and to send a State representative to be your *reporting delegate*, in addition to the delegates representing local branches.

#### DELEGATES' DAY

Anticipating future State organization, delegates of local branches are to send reports to a State representative to be designated this year by the National Chairmen, who shall report briefly as State delegate.

#### *The Report Given by States.*

State delegate to prepare her statistics in good form on sheet of muslin or cotton cloth, 24 x 36 inches. Use black figures and letters large enough to be read in large hall.

- a. Numerical strength of teaching force.
- b. Number of kindergartens.
- c. Number of children.
- d. Show need of kindergarten extension in your State.

In addition to this statistical report, two minutes will be given each State reporting delegate for the most significant points of progress in State. It is desirable that all delegates of local branches accompany reporting delegate to the platform.

Suggested Statistics for State Banner:

- a. What have you done this past year?
- b. What have you planned to do this next year?
- c. What help do you need?

It is hoped that this plan may become the permanent method for reports, the reporting delegates hereafter to be chosen by the State groups acting together.

Delegates reported from the following States:

California	Missouri
Connecticut	Nebraska
District of Columbia	New Hampshire
Illinois	New Jersey
Indiana	New York
Iowa	Ohio
Kentucky	Pennsylvania
Maine	Rhode Island
Maryland	South Carolina
Massachusetts	Texas
Michigan	Virginia
Minnesota	Wisconsin

Reports were read from Florida and Georgia, no delegates being present.

Miss Ishihara, of Tokio, Japan, reported, not as a delegate, but personally, extending a most cordial invitation to the International Kindergarten Union to hold its meeting in her country.

A study of the reports discloses the following as to kindergarten activities throughout the country:

There are two types of organizations: first, groups of professional workers actively engaged in kindergarten teaching, who unite for self-improvement, and for the purpose of extending the influence of the kindergarten in the school and the community; second, groups of civic-minded or philanthropic people who are interested in the extension of the kindergarten because of its community value.

Their reports indicate a clear recognition of the need of kindergarten extension and propaganda, for while kindergartens are well established in many centers there are many other places where there are none. Much gratifying activity toward correcting this fact is under way, as reported under the following heads:

1. Efforts to secure mandatory legislation.
2. Efforts to secure the appointment of a State supervisor of kindergartens, who would in reality be a field worker for the promotion of kindergartens.



3. Exhibitions of kindergarten work. Wisconsin reports one in connection with a State fair which aroused much interest.

4. Efforts to increase the number of kindergartens in the States by campaigns through the press; by the use of speakers. Dayton reports success in having Four-Minute Speakers present the kindergarten to various organizations; by the distribution of literature; (Maine reports that the word kindergarten has been spoken or read at least two thousand times in that State) and by coöperation with Women's Clubs and Mothers' Clubs and Parent-Teacher Associations.

Ohio reports that under the Department of the Federation of Women's Clubs the subject of kindergarten extension was presented at four of the sectional meetings of the Ohio Federation.

Maryland reports an organization for the promotion of kindergarten education, composed of fifteen representatives from influential women's organizations in Baltimore, together with eight kindergartners. The meeting in Baltimore testified to their ability in organization.

The work in Texas is covered by a report printed in full from the Texas Advisory Committee.

The strong tie of connection with the rest of the school is recognized in the reports of a common supervisor for kindergarten and first grade; in joint meetings of kindergartners and primary teachers; and in the formation of joint associations. Departments in State Educational Associations are also reported.

The relation of the kindergarten to the community is shown in active coöperation with campaigns for health conservation, and in the work of Americanization done by the kindergartners. Syracuse reports having made a study of the different nationalities represented in the schools as a sympathetic background for such work.

The various organizations report financial aid to many activities: Red Cross; Belgian Relief; for maintenance of French Orphans; the sending of delegates to the convention in Baltimore; for the establishment of a clerical position in the kindergarten department of the Bureau of Education in Washington; and especially do they rejoice in the splendid contributions they have made to the support of the Kindergarten Unit in France.

Professional study, both general and specific, has been a feature of the meetings of all organizations, though the interruption of the school year made by the influenza quarantine has decreased the amount. A splendid recognition of the general educational worth of the kindergarten training has been given by Adelphi College, where the Kindergarten Normal Training is now a part of the regular college course, with the subjects counting for credits for the Bachelor of Arts degree.

As a delegate from the General Federation of Women's Clubs, Mrs. Edward Buchner brought the Union greetings with the request that a delegate from the Union be sent to their bi-ennial meeting

in Des Moines in May. She also read a report, which is printed in full, from Mrs. Griffiths of the coöperative work in Texas.

The President announced the Committee on Time and Place •as follows:

Miss Mabel Osgood, Texas, Chairman.  
Miss Lucia Morse, Riverside, Ill.  
Miss Frances Tredick, Boston, Mass.

and the Committee on Resolutions:

Miss Caroline W. Barbour, Chairman.  
Miss Mary E. Rankin.  
Miss Elizabeth F. Rice.  
Miss Helen B. Royce.  
Miss Irene Hirsch.

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### WEDNESDAY, MAY 21

3:00 P. M. Annual Game Festival.

The Game Festival was scheduled to be held on Mansion House Lawn, Druid Hill Park, but owing to rain, it was transferred to the Fifth Regiment Armory. The spacious floor, with overhanging balcony for spectators, proved to be an ideal place for it.

Games by Kindergarten Children,  
In charge of Miss Margaretta Lamb.

Games by Groups of Playground Children,  
In charge of Miss Doris Feather.

Athletics—Miss Ella M. French.

Folk Dancing—Miss Agnes Hunter.

Music by the Park Band, under the direction of Mr. Cupero, by the courtesy of the Board of Park Commissioners.

### KINDERGARTEN PROGRAM

#### PART I—BUGLE CALL

(Snail Formation March)

#### Playtime—

The Ball .....	Bentley
The Top .....	Bentley
Swinging .....	Barbour & Jones
See-Saw .....	Barbour & Jones
Boating .....	Gaynor
Rocking-Horse .....	Manuscript

#### Dancing Games—

Come and Skip with Me .....	Manuscript
The Minuet .....	Manuscript

#### Mother Goose—

Ring-a-round-a-Rosie.	
Up—Down.	
Sing a Song of Six-pence .....	Crowenshield
Hush-a-Bye Baby .....	Moses

Intermission.

## PART II—BUGLE CALL

### Pageant: "The Awakening of Spring"

#### SYNOPSIS

April rain and sunshine prepare the ground for the sleeping seeds. Then the rainbow appears. The raindrops flow into a stream, and finally form a pond where frogs hop about. The flowers lift up their heads, and gay-colored bluebirds, robins, orioles and cardinals fly back from the South. Caterpillars, creeping along, throw off their dark winter coats and become bright butterflies. Grasshoppers play and bees hum among the flowers.

#### PAGEANT

1. Raindrops.....Mt. Vernon Place Kindergarten
  2. Sunshine.....

{	Canton Kindergarten No. 24
{	Lafayette Kindergarten No. 79
{	Jewish Educational Alliance
  3. Rainbow.....

{	Sir Robert Eden Kindergarten No. 20
{	Doctor Henry Stevenson Kindergarten No. 16
  4. Stream.....Mt. Vernon Place Kindergarten
  5. Frogs.....

{	Canton Kindergarten No. 24
{	Lawrence House Kindergarten
  6. Spring Flowers—

Clovers.....	Highlandtown Kindergarten
Dandelions.....	Henry Schroeder Kindergarten No. 31
Wild Roses.....	Bohemian Kindergarten
Buttercups.....	St. Paul's Guild Kindergarten
Quaker Ladies.....	Light St. Mission Kindergarten
Daisies.....	Church of the Advent Kindergarten
Violets.....	Canton Kindergarten No. 1
Daffodils.....	Armistead Kindergarten No. 33
  7. Birds—

Bluebirds .....	William Patterson Kindergarten No. 3
Robins.....	William Fell Kindergarten No. 6
Baltimore Orioles, Geo. Washington Kindergarten No. 22	
Cardinals .....	{Dolly Madison Kindergarten No. 43
	{Francis Scott Key Kindergarten No. 76
	{General John Stricker Kindergarten No. 11
  8. Caterpillars and Butterflies 

{	Park School Kindergarten
{	McKim Kindergarten
{	Gwynn Country School
{	Warner House
  9. Bees.....

{	Edgar Allan Poe Kindergarten No. 1
{	Curtis Bay Kindergarten
{	Hampden Kindergarten No. 55
  10. Grasshoppers.....

{	Captain Ameda Kindergarten No. 2
{	Wells and McComas Kindergarten No. 5
- March

## PLAYGROUND PROGRAM

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### Play Festival—Children's Playground Association

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#### SYNOPSIS

The children of the nations dance before Democracy and her attendant spirits, Liberty and Patriotism. After the dancing, Peace calls the children to her, and the nations are united.

French Episode.....	Patterson Park Playground
Italian Episode.....	Clifton Park Playground
English Episode.....	{Carroll Park Playground
	{Recreation Pier Playground
American Episode.....	Druid Hill Park Playground
Japanese Episode.....	City Springs Playground

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8:00 P. M. Peabody Conservatory of Music.

Topic: Americanization.

Group of Folk Songs.

English: Mary of Argyle.

We All Love a Pretty Girl Under the Rose.

'Irish: Snowy-Breasted Pearl.

The Marriage.

Eileen's Farewell.

Hungarian: Look Into My Eyes.

Roses in the Garden.

'Mid the Corn Fields.

Scotch: O Whistle and I'll Come tae You, My Lad.

The Laird o' Cockpen.

Bonnie Sweet Bessie.

Mrs. Margaret Cummings Rabold.

Address: Dr. Caroline Hedger,

Woman's Committee, Illinois Division of National

Council of Defense.

"The Retardation of the Foreign Woman."

Address printed in full.

Address: Mr. Fred. C. Butler.

Director of Americanization, Department of the Interior, Washington, D. C.

"America's Duty to the Next Generation."

Address printed in full.

Address: Dr. Philander P. Claxton,

Commissioner of Education, Washington, D. C.

"The Kindergarten in Education."

In Dr. Claxton's address, he spoke of the present time as a new era; with new opportunities, in a new world of Democracy; a new world of universal responsibility; a new world of brotherhood and fellowship; as having a new conception of Heaven with a gentler God; and a whole new world of saner and wiser men. He

spoke also of the dream interpreted to the king of old by Daniel in which there appeared to him a great image, with head of fine gold, its breast and arms of silver, its belly and its thighs of brass, its legs of iron, its feet part of iron and part of clay. In our democracy there is great danger that we shall find that our feet of clay are the "common people," those upon whom we are dependent for muscular labor in the production of the materials necessary for our development, unless we see to it that they are educated to be worthy members of the whole. Democratic government is in reality government through principle, and for its successful administration all who participate in it must be intelligent enough to understand principles. Hence education must be the prime consideration of a democracy.

#### THURSDAY, MAY 22

9:00 A. M. Peabody Conservatory of Music.

Address: Dr. Agnes Low Rogers,  
Department of Education, Goucher College.

"The Scope and Significance of Measurement in  
Early Elementary Education."

Address printed in full.

Address: Dr. John B. Watson,  
Professor of Psychology, Johns Hopkins University.

"The Pre-Kindergarten Age—A Laboratory Study."

Address printed in full.

12 M. Excursion to Annapolis, by Steamer Susquehanna, Pier  
16, Light Street; due in Baltimore at 6:30 P. M.

Luncheon on the boat, for members only. Officers and  
delegates will be the guests of the Washington Kin-  
dergarten Association for luncheon.

8:15 P. M. Auditorium, Goucher College.

Organ Recital:

Festival Piece.....Stebbins

Andante Cantabile, 5th Symphony.....Tschaikowsky

Humoresque—The Primitive Organ.....Von

Spring Song from the South.....Lemare

Toccata in D minor.....Nevin

Mr. Alfred R. Willard

Address: Dr. Henry W. Thurston,  
School of Philanthropy, New York City.

"A Child-Welfare Minimum in the United States."

Address printed in full.

Address: Dr. George D. Strayer,  
President of the National Education Association.

"The New Problem of Public Education in the United  
States."

Dr. Strayer in his address stressed the needs of American  
education which the war has disclosed. It has shown that one man

in every three is unable to engage in military service; his physical incapacity often dating back to undernourishment in childhood. The time will come when education before six is recognized as more important than all the years thereafter. We have been anxious over the three Rs; the war has shown that we need to insist upon another type of education, that of physical well-being and social efficiency. The disclosures brought out as to illiteracy by the draft are appalling. A man who cannot read is a menace in a democracy, easily led by the demagogue. Again we have in our unassimilated foreign people another difficulty. It is necessary that we should be fair to those who have come to this country, expecting to enter into its life. They should have some opportunity. Another problem for which we must find a solution is the securing of an adequate teaching staff. Salaries have been so low, that during the war, thousands left the profession to earn a living. One-fifth of all boys and girls were taught by teachers with less than High School education. There are seventy-eight bureaus administering education in the United States, often not coöperating, with different groups of organizers covering the same field. All these problems need wise handling and to solve them it is important to organize our education, and to provide a national program. For this purpose there has been introduced into the House of Representatives, by Representative Horace Mann Towner, House Bill No. 7, providing for the establishment of a Department of Education, with a secretary in the President's cabinet. It recognizes in its provisions the problems stated, providing a fund for Americanization; for the removal of illiteracy; for physical education; and for equalizing opportunities of education throughout the country. This fund may not be used for buildings or mechanical things, but only to develop an efficient system of public education in the United States. Dr. Strayer asked the support of the International Kindergarten Union for this bill which shall serve to put education on a better basis in this country, and help to give to all communities the advantages now enjoyed by the most favored. War has made us able to think nationally so that now is the opportune time to provide a satisfactory system of national education.

In England, with its half a million dead, we find Herbert Fisher on the floor of Parliament asking for and receiving a vastly increased appropriation for education. Let us do likewise!

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#### FRIDAY, MAY 23

9:00 A. M. Kindergartens open to visitors, without escort.

Inquire at Bureau of Information, Headquarters.

8:30 to 11 A. M. Polls open for election of officers at Headquarters.

9:30 A. M. Southern Hotel, Ball Room.

Report of Necrology Committee—Miss Fannie Smith

The reading of this report was followed by a period of silent tribute, the company standing while the Largo was beautifully played on the 'cello and piano.

It was moved and seconded that the President of the International Kindergarten Union should go with the Director of the Unit, Miss Curtis, to France as a delegate, to report on work done across the seas; it having been previously announced that a special contribution for this purpose had been made. Carried, unanimously.

Moved and seconded that the Union extend a vote of thanks to the unknown generous friend. Carried, unanimously.

Report of the Committee on Propaganda—Miss Grace E. Mix.

Report of the Bureau of Education Committee—Miss Nina C.

Vandewalker. Read by Miss Almira Winchester.

Report of the Committee on Child Study—Miss Julia Pepper, chairman. Read by Miss Susan Collins.

Report of the Committee on Literature—Miss Grace Hemingway.

Report of the Committee on Music—Miss Corinne Brown.

Report of the Committee on Graphic Arts—Miss Louise C. Sutherland, chairman. Accepted, not read.

Report of the Committee on Minimum Essentials in Kindergarten and Primary Grades—Miss Grace Parsons, chairman. Accepted, not read.

Report of Committee on Coöperation with the N. E. A.—Miss Lucy Wheelock, chairman. Accepted, not read.

Committee on Affiliation with National Congress of Mothers—Miss Elizabeth Harrison, chairman. Read by Miss Edna D. Baker.

Miss Almira Winchester presented a report of Coöperation with the Bureau of Education.

In accepting this report it was moved and seconded that with this acceptance there should go the thanks and recognition of the Union to those who represent it in the Bureau. Carried unanimously.

Report of the Committee on Amendments—Miss Annie Laws, chairman.

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## SUGGESTED AMENDMENTS TO CONSTITUTION

ARTICLE I—Same.

ARTICLE II—Same.

ARTICLE III—Same.

### (New) ARTICLE IV

#### STATE ORGANIZATIONS

Section 1—State organizations, to be known as State Kindergarten Associations, shall be formed in each State, wherever practicable to be composed of branches of the Union, both active and associate, and of such active and associate members as are represented in the State, together with such other organizations and individuals as may be designated by the State Executive Committee.

Section 2—The purpose of such State Associations shall be to unite more closely the kindergarten interests in each State and to provide a medium for the investigation of kindergarten conditions and the promotion and extension of kindergarten interests by adequate publicity, education and legislation.

Section 3—The constitution of a State Kindergarten Association shall contain nothing that will conflict with the constitution of the International Kindergarten Union.

ARTICLE IV—Amend by changing IV to V.

## ARTICLE V

### DUES

Section 1—Same.

Section 2—Same.

(New) Section 3—Each State Kindergarten Association may become a member of the International Kindergarten Union, subject to the approval of the Executive Board, upon payment of \$3.00 per year.

Sections 3—4—5—6—7—8—9 amended by changing numbers to Sections 4—5—6—7—8—9—10.

ARTICLE V—Amend by changing V to VI.

## ARTICLE VI

### OFFICERS AND DELEGATES

Sections 1—2—3—4—Same.

(New) Section 5—The President or Chairman of the State Kindergarten Association or her alternate, together with two delegates appointed by the State Executive Committee, shall represent the State Kindergarten Association at the annual (or bi-ennial if amended) meetings of the International Kindergarten Union and shall be considered as active members of the Union during their term of office and entitled to vote at all regular meetings of the Union.

ARTICLE VI—Amend by changing VI to VII.

## ARTICLE VII

### COMMITTEES

Sections 1—2—3—Same.

(New) Section 4—The Executive Board shall appoint a committee, subject to the approval of the United States Commissioner of Education, to be designated the Bureau of Education Committee to be the active medium of coöperation of the International Kindergarten Union with the United States Bureau of Education.

Section 4—Amend by changing 4 to 5.

(New) Section 6—Reports of branches shall be included whenever practicable in one general or several sectional State reports in which all matters of interest and progress in the State shall be noted. The selection of reporting delegates shall be made by the State



Kindergarten Associations where such associations exist except when otherwise provided for.

Section 5—Amend by changing 5 to 7.

ARTICLE VII—Amend by changing Article VII to VIII.

## ARTICLE VIII

### MEETINGS

Section 1—Amend by changing annual to bi-ennial, making the section read:

Section 1—The Meetings of the International Kindergarten Union shall take place bi-ennially, etc.

*(This amendment if adopted not to go into effect until after the Annual Meeting of 1920).*

Article VIII—Amend by changing VIII to IX.

It was moved and seconded that Article IV be adopted as presented. Carried, unanimously.

It was moved and seconded that Article V be adopted as presented. Carried, unanimously.

It was moved and seconded that Article VI be adopted as presented. Carried, unanimously.

It was moved and seconded that (New) Section 4, Article VII, be laid on the table. Lost.

It was moved and seconded that action on (New) Section 4, Article VII, be postponed for one year. Lost.

It was moved and seconded that Article VII be adopted as presented. Carried.

It was moved and seconded that action on Article VIII as presented be deferred for one year. Carried, unanimously.

It was moved and seconded that the secretary be instructed to change the numbers of Articles in the Constitution as necessitated by the amendments. Carried, unanimously.

The following resolution was presented by Miss Watkins, seconded and carried unanimously.

WHEREAS it is the sense of this meeting that this Association be incorporated under the laws of the District of Columbia and that the corporation so organized succeed this Association and take over all of its assets, unpaid dues, and records, therefore be it

RESOLVED, That the officers of this Association be and they hereby are authorized and directed to cause to be prepared, executed and filed, a certificate of incorporation of the International Kindergarten Union, under the laws of the District of Columbia, and

RESOLVED, That the said certificate of incorporation shall be substantially in the following form:

. CERTIFICATE OF INCORPORATION  
OF THE  
INTERNATIONAL KINDERGARTEN UNION

We, the undersigned.....

.....  
a majority of whom are citizens of the District of Columbia, for the purpose of forming a corporation under Section 599, of Sub-Chapter III, of the Code of Law for the District of Columbia, do hereby make, sign and acknowledge these presents, and do certify:

1. The name or title by which such society or corporation shall be known in law is: INTERNATIONAL KINDERGARTEN UNION.

2. The term for which it is organized is perpetual.

3. The particular business and objects of the society or corporation are: To gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active co-operation all kindergarten interests, to promote the establishment of kindergartens, and to elevate the standard of the professional training of the kindergartners.

4. The number of directors for the first year of the existence of the society or corporation shall be six (6).

In testimony whereof we have hereunto set our hands and seals at Washington, in the District of Columbia, this .....day of May, A. D. 1919.

DISTRICT OF COLUMBIA, SS:

I, ....., a Notary Public in and for the District of Columbia, do hereby certify that.....

.....  
parties to a certain certificate of incorporation bearing date on the .....day of May, 1919, and hereto annexed, personally appeared before me in said district, the said.....

.....  
being personally well known to me as the persons who executed the said certificate of incorporation, and acknowledged the same to be their act and deed.

Given under my hand and seal this.....day of May, 1919.

.....  
AND RESOLVED, That the directors and officers of the said corporation shall be the officers of this association, elected at this meeting, and

RESOLVED, That the constitution of this Association, insofar as the same may be proper and applicable and with such modifications as may be necessary to conform to the laws of the District of Columbia, shall be adopted as the by-laws of the said corporation, and

RESOLVED, That when the said corporation shall be duly organized and officers thereof elected as aforesaid the officers of this Association be and they hereby are authorized and directed to turn over to the officers of the said corporation all of the property, assets, monies, accounts receivable, unpaid dues, and the books and records of this association, provided that the said corporation, in consideration thereof, assume all of the debts and obligations of this Association, and

RESOLVED, That the officers of this Association be and they hereby are authorized and directed to do and perform, in the name of this Association, or otherwise, any and all things necessary or proper in the premises to the end that the said corporation shall succeed to all of the property, rights, memberships and affiliations of this association, and,

RESOLVED, That when the said corporation shall be duly organized and all things necessary or proper to be done in the premises as aforesaid, shall have been done, this Association shall be, and hereby is, declared dissolved and succeeded by said corporation.

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It was moved and seconded that the Union endorse the following resolution:

WHEREAS, the International Kindergarten Union is interested in all that pertains to the training of the children of to-day to the end that men and women of the coming generation may be the better fitted to discharge the duties of citizenship; and

WHEREAS, advancement in education generally and in kindergarten work particularly is dependent upon an awakened and enlightened public opinion in the formation of which the mothers of our country are deprived of participation and expression because an unjust law makes sex a qualification for the right of suffrage; and

WHEREAS, the cause of education, moral growth and political progress would be promoted by the participation in the formation of that public opinion which is registered in a popular verdict at the polls;

NOW, THEREFORE, BE IT RESOLVED by the International Kindergarten Union, in annual meeting assembled:

(1) That the International Kindergarten Union does hereby declare itself in favor of the extension of suffrage to women, believing that thereby it is advancing the cause of education and elevation of the standard of citizenship;

(2) That it urges Congress to pass the Amendment to the Federal Constitution, giving the women of the United States the right to vote on equal terms with men;

(3) That a copy of this resolution be sent to the President of the Senate and to the Speaker of the House of Representatives.

Carried.

It was moved and seconded that the motion be reconsidered.  
Lost.

It was moved and seconded that the International Kindergarten Union go on record as endorsing the Towner Bill, House Bill No. 7, and throw all its energy into furthering the movement. Carried, unanimously.

The Executive Board recommended the following names for Honorary Membership, for important service and valuable aid rendered the kindergarten movement:

Mrs. Spencer Borden, Fall River, Mass.

Mrs. Avery Coonly, Washington, D. C.

Miss Mary Orr, Brooklyn and Paris, France.

They were unanimously elected.

The Banners were then awarded; that for membership to Massachusetts, that State having had, in accord with the regulations, the largest number of delegates present at the two business meetings. The American Flag, the award for some unique or special representation, was given to Texas, which had present two delegates, coming the greatest distance.

Adjourned.

2:30 P. M. Auditorium, Goucher College.

Mass-Meeting for Kindergartners, Primary Teachers,  
and all interested in Early Elementary Education.

Address: Miss Bertha M. Barwis,  
Supervisor of Primary Schools, Trenton, N. J.

"Unifying the Work of the Primary Grades."

(Address printed in full.)

Demonstration of actual schoolroom experiences, illustrated by lantern slides.

Address: Professor Patty S. Hill,  
Columbia University, New York City.

"The Unification of Kindergarten and Primary School."

Report of Committee on Time and Place—Miss Mabel Osgood, chairman.

The committee recommends that the 1920 Convention of the International Kindergarten Union be held in Topeka, Kan.

Report of the Committee on Resolutions—Miss Caroline Barbour, chairman.

Report of the Committee on Credentials and Elections—Miss Margaretta Voorhees, chairman.

6:30 P. M. Southern Hotel. Subscription Supper.

Music—Brief Speeches—Good Fellowship.

## **SPEAKERS**

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**MISS CAROLINE D. ABORN**

**President of the International Kindergarten Union, Boston, Mass.**

**TOASTMISTRESS**

**MISS STELLA I. WOOD**

**Minneapolis, Minn.**

**MISS LUCY WHEELOCK**

**Boston, Mass.**

**MRS. EDWARD F. BUCHNER**

**Federation of Women's Clubs**

**MISS STELLA McCARTY**

**Chairman of Local Committee**

**MRS. C. E. ELLICOTT**

**President of Children's Playground Association**

**MRS. HARRY PARKHURST**

**National Congress of Mothers**

**HON. WILLIAM F. BROENING**

**Mayor of Baltimore**

This supper was a fitting close to a delightful convention, marked as it was by warm hospitality and earnest spirit devoted to the best good of childhood.

## THE KINDERGARTEN AS A FACTOR IN DEMOCRACY

By A. DUNCAN YOCUM

Accustomed, though we are now, to the atmosphere of change and the spirit of readjustment, we are likely to overlook the relationship and the interaction between the readjustments compelled by tremendous social movements and the ordinary sort of human progress. In ordinary times, when in the absence of some compelling situation, conservatism and radicalism maintain their usual balance, changes, however fundamental they may be in the large, usually come in petty details, gradually introduced here and there, until in the aggregate they attract attention—if they attract attention at all, as an accomplished fact. They result less through pressure from without than through leadership from within. Even though they mark the application of new theories and principles, they first appear as isolated details and local achievements. Details are magnified by personal and local immediacy. Men become accustomed to thinking in petty units. The main concern of the educational thinker in such a period is, that educational changes which can be brought about through scientific research and expert management, may be opposed and retarded through their being confused with those profounder social reforms, which can come only with revolution and complete readjustment.

When a period such as the present, with its tremendous issues and its gigantic readjustments, is superimposed on the ordinary course of events, two grave dangers threaten—First, the fact that when the pressure of war emergency has been removed, conservatives, whether discussing the League of Nations in the Senate or educational issues in superintendents' offices and university chairs, may withhold their approval and support from big issues in the large, through fear of the uncertainty and apparent menace of pettier details which, because they are details, should and indeed must be left to time.

Second, that radicals, whether theorists or agitators, focusing their thoughts and feelings only upon the need for revolution and efforts to start it going, may fail to see or to look for existing factors and tendencies, which, already bringing changes about, must be seized upon and emphasized, if development is to take the place of anarchy.

Towering in the background of all which I shall have to say, are two fundamental and immediate social demands. *First, that the national attention must be centered upon the inevitableness of change and the aims and characteristics which must dominate it, if it is to be*

*brought about by normal means; and Second, upon factors, tendencies and movements already existing in national institutions and national life, which collectively constitute the means through which normal readjustment may be steadily and justly brought about.*

It is democracy itself that is at stake. If it is a democracy which is looking backward, a democracy which stands pat upon ancient declarations and constitutions, and the policies or doctrines of Washington and Monroe—in place of normal and democratic readjustments steadily and justly brought about, there is sure to come the revolutionary and abnormal readjustment of Bolshevism with its equality for a single class at the expense of other classes; Communism with an equality which is a leveling down for all; or Socialism with immediate and retrospective reforms so sweeping that for the time being at least, they will create new inequalities in removing the old.

True democracy is a national and individual growth, a democracy which is continually becoming more complete, and both in its national and individual aspects it is the peculiar concern of education and especially of every stage, aspect and form of public education. On the one hand, educational leadership must point out so impressively that it gains a national and a popular hearing—the *characteristics of democracy which contrast most sharply with Bolshevism and Communism, and which, if realized, will make it continuing, controlling and complete; and the factors, tendencies and movements already existing in American education, which universally emphasized, will insure this truer and completer democracy, through a normal development of the democracy which now exists and a readjustment which as a sure result will be steadily and justly brought about.*

#### **The Democracy Questionnaire**

In a Democracy Questionnaire, issued through the coöperation of the United States Bureau and the National Council of Education, I have attempted to point out in definite detail the acknowledged characteristics of American democracy, and to inquire into the details of school activities, work and organization, which most effectively teach them. The response to this has been nation-wide and dramatic. Democracy committees have been organized the country over, representing the supervisory and teaching forces of great school systems, experts in the teaching of the common branches, and the various stages or phases of school work. For example, Cincinnati has a committee of fifty or more teachers at work studying democratic elements in the several school grades. Dr. Smith, of the Baltimore City College, Mr. Krug and Mr. Shamberger have already given a formal answer to the questionnaire, insofar as it concerns Baltimore. The National Council of Teachers of English has instructed certain of its committees to coöperate in the democracy research.

### **The Formation of a Kindergarten Democracy Committee**

Conspicuously representing the phase of the inquiry most interesting to you, a number of representative kindergartners have consented to serve on a kindergarten democracy committee which, under the chairmanship of Miss Wheelock, will inquire into contributions which the kindergarten is already making to democracy, in the belief that they can be emphasized and increased. It consists at present of Miss Edna Dean Baker, Miss Gail Harrison, Miss Patty Hill, Miss Bertha McConkey, Miss Julia Pepper, and Miss Margaret A. Trace.

I do not purpose in what I shall say to-night, to anticipate its aims or to forecast its mode of procedure. It is able enough to blaze its own way. But I will perhaps prepare kindergarten workers for its inquiry, if I rapidly review the characteristics which most sharply distinguish democracy from Bolshevism and Communism, and discuss some of the universally known kindergarten activities from the standpoint of democracy thus qualified and defined.

### **Fundamental Characteristics of Democracy**

In the Democracy Questionnaire I called attention to detailed exemplifications of the teaching of equal personal rights, common and equal social intercourse, common political service, common rights and duties for others, and world democracy, from the standpoint of education, law, politics, industry, and the enjoyment of leisure. In the preliminary report which I submitted at the Chicago meeting of the National Council of Education, I added an emphasis of certain *qualifications* of personal rights, necessary to a democracy which is not merely a historic institution but a social and political growth: *the limitation of individual rights by common rights, compensation for rights through service, a leveling up as the only means to permanent equality, the self-achievement of all rights and privileges which must be won by each individual for himself, individual equality through highest individual effort and the common compulsion of all essential equalities not individually self-achieved.*

### **The Development and Assertion of Individuality Qualified by the Rights of Others, the Most Fundamental Element in True Democracy**

The exercise and assertion of individual rights as qualified by the rights of others, and insistence that others shall exercise and assert *theirs*, is the most fundamental essential of true democracy. It is not only that each particular right has a corresponding duty, but that *the assertion of rights in general is itself a duty as well as a right, both from the standpoint of unqualified individuality and from that of common rights which may not be exercised in common unless they are asserted by all.*

### **Contribution of the Kindergarten to Democracy through its Encouragement of Individual Initiative**

Here the kindergarten makes or can make fundamental contri-



bution to democracy at the *initial*, and therefore, from the standpoint of acquired tendency and habit formation, the most critical period in human development. When leadership in kindergarten games merely strengthens self-assertiveness on the part of children in the period when most children naturally tend to be too self-assertive, its influence is harmful rather than good. When, on the other hand, it directs what would otherwise be egotism and forwardness, into the effort to get others to *participate* and to provide opportunity for others to lead, it trains to democratic leadership. When it gives confidence and initiative to the diffident and provides such a variety of opportunity for activity that those who seem untalented or mediocre always find something to contribute, it will train to democratic *participation* and *coöperation*. The severest criticism I ever heard made of the kindergarten—or rather of *a* kindergarten, was the complaint of a well-known American, that it made a forward and impetuous daughter more self-assertive and her diffident sister more diffident.

#### **The Trend Toward Bolshevism in the Unqualified Individualism of Rousseau and of Tolstoi**

Influenced as the kindergarten was by Rousseau, any really adequate discussion of its democracy should include a thorough-going analysis of his.

The training he outlined for Emile was individualistic, but not social, and democratic only in the partial and unqualified sense of guaranteeing to each individual untrammelled natural development. Emile was to grow into morality through gradually coming to realize the purely personal discomforts due to misconduct, without concern for its effect upon the well-being of others. As non-social, his education was unnatural, as can also be said of the type of Montessorian school, which expresses the theory of Rousseau in scientific form. Montessorian development is *plural*, rather than social—if through a multiplied individualism, children learn to button their own clothes, but not each other's. The school which Tolstoi himself taught for a time on his peasant estate was social and democratic, but democratic in a sense which directly prepared the way for Bolshevism. The school bell rang and Tolstoi smilingly waited until the boys' own initiative brought them into the school house. They tumbled over each other because some took the wrong seats, until their own self-activity brought them to order. Tolstoi announced the arithmetic lesson and when someone exclaimed—"No; let's have history!" cheerfully followed the lead of boyish impulse and approved it with his "Well, then! history it shall be!" This extreme not only falls short of a benevolent anarchy in which everyone can do as he pleases, because everyone pleases to do good and to realize the best that is in him, but more directly paved the way for Bolshevism, than the teaching of Rousseau, for the Reign of Terror.

#### **The Kindergarten Must be Democratic as Well as Social**

A fundamental contribution of the kindergarten to democracy

is that even in the period of infancy it insists upon education being social as well as natural. It encourages individualism and initiative, yet develops coöperation with others. But, if the kindergarten social activities are to be democratic, kindergartners must remember that coöperation, as surely as individualism, must be characterized in every possible way by the fundamental qualifications which make it democratic. However spontaneous and natural coöperation may be, if it merely involves each individual's playing a part in the building up of some complex project or whole, it may be no more democratic than a shoe factory or Dr. Kirchensteiner's scheme for coöperation in the industrial arts, which made such good German citizens in Munich and would tend to make in America good subjects for individual or military despotism.

Social instruction to be democratic must be something more than a group project or some concreté achievement where the individual is doing things worth while for himself. It must be democratic as well as "socialized," by involving and developing some fundamental characteristic of democracy or modification of individualism.

Perhaps the most useful contribution I can personally make to the accomplishment of this end, is to attempt in the light of my more general inquiry, to concretely illustrate some of the ways in which these qualifications and modifications can be taught through the more familiar kindergarten activities, and others which can be added to them. Miss Wheelock's Democracy Committee has already made important contributions and, in the near future, will prepare a report which I hope will be epoch-making.

#### **The Limitation of Individual Rights by Community Welfare**

Although the most fundamental step toward democracy is to develop individuality and initiative in the form of leadership, participation and coöperation, democracy is not fully attained until on the side of self-expression, equal concern is developed, that others shall be helped to equally share activities both for their own sake and for the common good; and on the side of self-restraint, that individuals must restrain themselves, restrain others and be restrained by others, from doing anything which conflicts with the common good. The fact that young children tend to extreme egotism and self-assertiveness, makes it all the more necessary that they shall be made more concretely conscious of the *distinction between the greatest freedom in what is not harmful to themselves or others, and the completest possible repression of everything which is harmful, without the crushing sense of smallness and impotence through which, in the course of ordinary experience, their spontaneity and initiative are lessened or removed as the result of adult humor, neglect and compulsion.*

The free activities of the kindergarten, where child comes into contact with child, rather than child with impatient or compelling

adult, constitute a favorable environment for maintaining the difficult balance between self-expression and self-repression. Wherever there is truth in the old complaint of primary school teachers, that children entering school from the kindergarten are boisterous and difficult to control, the kindergarten has failed to teach the first qualification of individualism essential to democracy. The more it emphasizes and encourages self-expression, the more responsible it becomes for teaching those fundamental rights of others with which the natural activities of children are most likely to conflict, and the more definitely it must seek to develop every form of control likely to make children self-restrained and considerate. Their right to even noisy play must be contrasted with the right of others to work, to rest, to study, to read, to play, without interruption or disturbance; their natural impulse to write, to draw, to cut and to scratch, with the right of property owners to have their fences, pavements and the walls of their houses unmarred, and with the common right of all to have beautiful things to look at wherever ugliness can be prevented.

#### **Compensating Service Already a Kindergarten Aim**

The Kindergarten has ever emphasized childish forms of service in return for the loving care of parents. It only remains to make pupils more conscious of the personal dignity and happiness of doing as nearly as possible equal service in return for what they receive in every field of life. They cannot be taught too early, that where they accept something with the understanding that it should be paid for in work, goods or money, *equality* demands that whatever is given in return should not be too much or too little; that when they are paid for work, equality demands that the work shall be good work; that if they sell things, equal value should be given in return. They must know that there is democracy even in working and in buying and selling. When they are given anything, or anything is done for them, they must come to realize that they owe a return in the *same kind*. Of all this the kindergarten gifts are emblematical or can be made so.

#### **The Kindergarten the Initial Preparation for the Democracy of the Higher Social Levels**

In a democracy which is a leveling-up in place of a leveling-down, the kindergarten has long made fundamental contributions to the higher forms of social intercourse through emphasis of good manners, readiness in oral speech and conversation, participation in common plays and amusements, and the development of a common love of the beautiful in a variety of forms—music, familiarity with good pictures of interest to children, discrimination in form and color, a sense of rhythm, etc. It may be more open to question whether in the fear of being unnatural, it has contributed as fully as it might, to the *common vocabulary and associated ideas without which such intercourse cannot be upon the higher intellectual levels.*

It is my tentative belief that this may be true and that greater development of vocabulary, ideas and rational abilities, may prove on experimentation, to be the kindergarten's next great forward step.

**The Kindergarten Should Make Pupils Conscious of the Fact that the Right to Social Participation Must be Won by Each Individual for Himself**

If democracy is to endure, aside from the more personal forms of intercourse and the closer friendships of private life, there must be a common social intercourse to which each individual has to purchase his own admission through personal effort. Social access can be guaranteed by law. Social participation can be won only through training.

**The Kindergarten Emphasis of Individuality Favorable to the Highest Individual Effort**

The kindergarten emphasis of individuality is favorable to the highest individual effort. Pupils who become self-confident and willing to venture, are easily led to try their hardest to reach a higher level. While greatest confidence naturally lies along the line of individual ability, it may be made a stimulus to greatest effort in all things necessary to the attainment of higher level. Miss Johnson, of the Fairmount, West Virginia, Normal School, tells of a boy who seemed so all-round in his worthlessness as to be contemptuously disregarded by a primary school in the early stages of socialization. His sudden burst into prominence and personality, through telling the most amusing personal experience, not only gave him confidence, but encouraged his general participation in school activities through the new interest he won from his fellows.

**Is the Kindergarten Essentially Hostile to Social Compulsion?**

A total absence of social compulsion is justifiable only on the assumption, false for life both in and out of school, that all things necessary to the common welfare may be self-achieved without it. In any system of education which refuses to compel what has not been voluntarily self-achieved, the individuality which it is its aim to keep inviolate, is itself the greatest sufferer. Witness the absurdity reported from a model kindergarten, where a boy who had refused to be moved by every incentive to volunteer to join a newly-formed reading class, was told by his teacher—"Well, then, you shall have your own way, but if you do not join the class now, you will not be allowed to learn to read until next year." The glory of the kindergarten lies in its insistence upon self-expression and maximum individual effort. When its ideal finds a limit in a "madness," such as that of Mrs. Bacon's "Phillip," the safety of both individualism itself and of a state which is not Bolshevistic because it is firmly democratic, lies in the teacher who stands "*in loco parentis*," and where the parent, like the mother of Philip, personifies all the loving compulsion necessary to the common good.

### Motor Habits Not the Only Natural Forms of Control

While in the "control" of conduct or behavior the kindergarten rightly emphasizes self-expression and activity, not merely because it is "natural," but because it develops spiritual and intellectual *strength and initiative*, it must include *inhibition or self-restraint as the greatest of all strengths and the most positive of all activities*. Although it stresses motor activities, it must not fail to adequately utilize the controls which are exercised through *impression, vocabulary, the associations which vary with individuals, habits and skills* which are not motor, and the *transfer or general application* of controlling impressions, words, ideas and habits, in the face of the difficulty of identifying familiar activities in new situations. These fundamental controls of human conduct are identical for childhood and maturity. They differ only in the method of their development, the relative simplicity or complexity of their inter-relationships, and the certainty and extent of their application.

### The Kindergarten's Contribution to the Controls Essential to the Limitation of Individual Liberty

As surely as the love of play and the instinct to do must be used to strengthen the feeling of self-confidence and the realization of ability to participate, it must be counteracted by the feeling of concern for others, interest in keeping others from being annoyed; the realization of the unhappiness caused by teasing, interference and defacement; the love of the beautiful, perfect and unmarred; admiration for people who are doing interesting things and the desire to imitate them; realization of the unhappiness of being annoyed; the pleasure that comes from seeing and enjoying unmarred beauty in contrast with what has been marred or disfigured; the personal relief that comes with the cessation of interruption; the satisfaction of being pleasant and courteous; the enjoyment of appreciation by others; the ideal of keeping everything looking its best, etc.

To this *impression* control must be added that of *vocabulary*. Pupils must not only be familiar with, but have the true emotional suggestiveness for: *Deface, defacement, disfigure, disfigurement, soil, tear, dog-ear, unsightly, filthy, broken, etc.* They should not only become familiar with the terms *to be considerate* and *to beautify* but come to certainly associate with them, the words or phrases most suggestive of the ways of being so, most likely to occur within their own experience. For example, *to be considerate* should be mechanically memorized in association with—*not interrupting, not annoying, not interfering, not teasing, and not hurting anyone's feelings*. *To beautify* should be drilled upon so as to always call to mind—*keeping things clean, keeping them perfect, and making them more beautiful*. In turn, quiet, uninterrupted work, and undisturbed feelings; cleanliness, perfection and beauty, should be associated with all possible forms of childish experience, especially in fields, cases and incidents in which children are most likely to be inconsiderately and regardlessly impulsive.

To insure the specific control which comes with *habits, abilities, and skills*, to the firm retention of suggestive associations should be added practice in applying them, and in exercising accompanying abilities and activities repeatedly enough to insure certainty and skill. For example, *considerateness* involves not mere inhibition, but the ability to move silently, the habit of speaking more quietly on seeing someone reading, the practice of saying, "Would you care?" or "Excuse me, but may I?" etc., before a necessary interruption, or something very much wished for which may or may not be annoying. *Keeping things beautiful* involves dusting polished surfaces with soft dusters, seeing whether fingers are clean before reading beautiful books, or handling delicate pictures, etc.

More important than any other form of conduct control is the *transfer* of impressions, ideas and habits to new places and situations, *where the occasion which demands them is not wholly identical with the old or sufficiently unfamiliar for application to involve some obstacle or difficulty*. Here, to motivation, including counterbalancing and counteracting feelings and incentives, must be added the definite association of: different fields of application, such as home, the school-ground, and the street; typical applications, such as the proper disposal of rubbish; the care of books and things to be looked at, in contrast with things to be less carefully used; times when people are working hard or resting hard, in contrast with moments when they "have time" for children and play; and practice in finding new applications—new things to keep beautiful and new ways in which people can be helped or in which they must not be annoyed.

#### **The Kindergarten Peculiarly Fitted to Develop Conduct Controls**

The fact that the kindergarten more than any other form of instruction has concerned itself with activities and conduct, rather than with mere knowledge, peculiarly fits it to develop such conduct controls. In the primary school, however, even as it is increasingly influenced by the kindergarten, there are tendencies at work quite hostile to the development of permanent controls and, therefore, to education in any true sense. Specific social motivation and temporary projects, for example, tend to center attention upon a single combination of petty or miscellaneous things useful in some one way, in place of upon a few selected things useful on account of many and varied activities to which they lead. Even such a social aim as democracy or citizenship, as distinct from the social motivation of facts involved in some selected or accidental situation, may weaken and narrow education, if emphasis of the conduct controls themselves fails to subordinate objective methods and social motivation, to the development of the permanent activities both social and general, to which social motivation itself is but one among many means.

The old theory of formal discipline is only partly false. No

knowledge or experience is educational which is not retained in some form or other and which fails to exercise some form of control over the future experience and conduct of the learner. The kindergarten already emphasizes activities as distinct from knowledge. In both kindergarten and primary school, activities and knowledge alike must be used as means to the development of permanent *impression, vocabulary, varying and many-sided associations, habits and the conditions favorable to new applications and transfer*, not only from the standpoint of such specific social aims as democracy, but from that of the *general* usefulness without which no specific social aim can be adequately realized.

#### Activities and Methods Effective in Developing the Controls of Children's Conduct

Story-telling, games and dramatization obviously lend themselves to the development of both controlling impressions and habits. *Stories* of the sorrow of children or of older people over things which have had their beauty destroyed are perhaps less effective than *sharp contrast between actual objects assembled to create both feelings of regret and indignation over the marring of beauty, and a sense of discrimination between things intended for rough usage and those which must be handled with care*. The familiar presence, accessibility and frequent use, in the kindergarten, of objects of delicacy and things easily marred can be made a means to habitual discrimination and carefulness. The concentration of such objects in a particular part of the kindergarten room may prove an effective way of associating carefulness *with selected environments*. Perhaps even the shifting of the objects from time to time to *different* parts of the room, would throw the burden of selection and decision upon the children and make the very presence of beautiful and fragile objects a stimulus to carefulness.

*Stories* and *rhymes* can be more effectively employed in teaching *consideration* for others. But even here *dramatization* is emotionally more impressive, and, involving as it does, motor abilities, more directly leads to habits of action. One child can imitate an old woman carrying heavy bundles, a mother sewing, a father reading, a child who is dressed in queer clothes or who had made some ridiculous blunder, or someone at work needing help, etc. For each of these impersonations the other pupils would play the part of considerate children. *The main purpose should be to teach children to discriminate between times when they can help, unhesitatingly interrupt, or raise the question as to whether they "may or may not."* A game of "May I?" where each child in turn is called upon to decide whether to break in or not on changing situations which the other children plan with the teacher's aid,—the child being tested either shaking his head "No!" if he thinks he would annoy or interfere; or in case he thinks he can break in without being inconsiderate, asking "May I?," "Will I interrupt?," "Will it bother you?," etc.

Part of the resulting training is practice in making a variety of considerate inquiries or refraining from all interruption in a variety of ordinary situations. No less important, however, is the emotional effect on an individual of the group judgment expressed in either the courteous "Yes!" or "You may!" of the pupils to whom the request is made; or their emphatic "No!" in case the question is judged annoying. The stress must in some way or another be placed upon *considerate action*, and impressive disapproval associated with what is judged to be inconsiderate. Otherwise many games or dramatizations might suggest modes of teasing and annoyance, which children would enthusiastically transfer to situations undreamed of by the teacher. There must be no "Don't put the cat in the oven!" methods employed in teaching democracy.

#### Methods of Developing a Democratic Vocabulary

In the development of a vocabulary favorable to democracy, including a common and suggestive general vocabulary, every kindergarten activity can be effectively employed. The words already listed as essential to the limitation of personal liberty by common rights young children are most likely to violate, should be incidentally developed by stories, games and dramatization. Words such as *dog-ear* and *deface*—impressive through their own form, should be so pronounced and used as to insure the added chance of recall which naturally belongs to them. *Dog-ear*, for example, should be associated with the turning down of the corners of pages, "like a dog's ear," and *deface*, as spoiling the *face* or *surface* of anything.

Other words, like *disfigured*, *perfect*, *fragile*, can be conspicuously printed on labels and prominently attached to the objects to which they apply. What makes a word difficult to children is not its length or the fact that it is hard to pronounce, but its lack of meaning—the fact that it does not apply to some familiar or strongly impressive experience. It is not too much to say that all words which apply to frequently recurring experiences should not only be continually used, but *labeled* so conspicuously on objects and signs which are the signals for action or judgment, that they become as familiar as the things and experiences for which they stand. *Print*, *period*, *comma*, *illustration* (in reading and picture books), *pedestal*, *ornament*, *polish*, *border*, *tint* and *shade* (for example, labeled on pasted strips illustrating the tints and shades of blue or red), and many more words standing for familiar things, qualities and actions, can in this manner be quite incidentally gained and understood. Even such technical terms as *simile* and *verb*, should be used, if the experience of the children continually illustrates them. In that case, they are a convenience rather than a difficulty. For example, in an experiment in vocabulary development, carried on in a Philadelphia kindergarten, by Mrs. Scott Anderson, as she built up series of words representing "What animals, etc., do," and "What is done to them," she found it easy to begin using and was successful in using *verb* as a time-saver. In the same way, it is rank waste and ineffi-



ciency not to use the word *simile*, when, as Mr. Woodley so successfully found in Passaic years ago, actual similes are not only used, but originally contributed by the pupils themselves. *Dog-ear* is not only "turned down *like* a dog's ears," and a *sky-blue tint*, "blue *like* the sky," but the children themselves will enthusiastically contribute "white as snow, white as a daisy, green as grass," and so on in surprising variety. The result is not merely an addition to general vocabulary, but the beginning of a habitual consciousness of figures of speech and discrimination in the use of beautiful words, *which lays the concrete basis for a cumulative mastery of technique, which, continued through life and education, is the only possible foundation for the artistic appreciation of literature, which may constitute an undemocratic distinction between "liberally educated" individuals or classes, and those who are not, if all individuals and classes do not possess it in common.*

#### A Large General Vocabulary, a Favorable Condition to Democracy

Any large multiplication of general vocabulary, however, as distinct from the specific vocabulary of democracy, is in itself democratic whether aesthetic or not. It is democratic, because vocabulary in common means a retention of similar associations for common experiences and, therefore, a common suggestiveness to words and experiences as they recur in conversation. It is democratic, because, like good manners and bare *correctness* of speech, it removes what would otherwise be a bar to social intercourse on the same intellectual level. Ordinary childish experience, multiplied by story-books, phonographs and the moving pictures, demands enough words to retain it and *selected* words to keep it *common*. There should, therefore, be all possible emphasis of words readily retained through their own form.

#### Inclusion and Emphasis of Words Readily Retainable Through Impressive Form

First among these come the *imitative* words—*noisy, silent, quick, and slow, through which the simplest and most natural form of dramatization can give pupils' force and self-expressiveness*. The retiring and quiet child, when he has gained confidence enough to really *growl*, and say *smash!*, *bang!*, *hiss!*, etc., as if he meant it, is ready for other worlds to conquer; while his more forward companions are humanized and made more self-controlled, as they check their rush and modulate their stress with *hush!*, *softly!*, *slowly!*, etc.

Although children's delight is *alliterative* words, "*jaw-breakers*," and those which seem *humorous* to them individually, may continue to be the joy of parents and to the unsympathetic, a phase of undesirable precocity, it must be seized upon by teachers as a natural basis for vocabulary development and lead to the inclusion of all useful words and the emphasis of all parts of useful words, which are exceptionally impressive for children and, therefore, readily retainable. Tennessee, Mississippi, Panama, London, Constantinople,

and other alliterative names of states, countries, and places, likely to figure in the occasional experience of children and likely to have many details added to them, become the basis for association by contiguity and the perception of resemblances and relationships between things thus brought together.

#### General Terms and Suggesters, the Alphabet for Words and Ideas

A comparatively few, *general terms*, however, stand out conspicuously as *vocabulary* and *association centers* with which new words and ideas can be associated and through which large numbers of words and ideas can be recalled and made suggestive. It is not too much to say, that all human life and experience can be classified under a few general terms and, therefore, can be suggested by them. Particular *people* in particular *times* and *places*, encounter certain *animals*, *plants* and *minerals*, eat certain *food*, wear certain *dress*, do or have done to them certain *actions*, use or have used upon them certain *implements* or *materials*, and bring about or take part in certain *events*, with certain *products*, *results* and *effects* as their outcome. If the few general terms thus inclusive are familiar to every individual from earliest childhood and are cumulatively made as *suggestive* as they should be, common thought and vocabulary will be enormously multiplied.

*The means of making general terms inclusively suggestive is by memorizing in connection with each the suggesters which point out or call to mind the greatest variety of words or associations with each application to a new particular or situation.* If two of the greatest differences between the minds of children and the minds of well-educated adults, are fewer ideas and fewer associations for each, one of the most certain means to rapid development and education is the multiplication of words which can be made to suggest other words and ideas, and of the associations which, if retained and used, will make them most suggestive. Obviously the suggesters which will apply to the experience of young children, are fewer and sometimes different from those of adults, but their discovery and use is a fundamental problem in primary education—more important than motivation, because it is itself motivation and something more, and motivation is but a means to it.

#### Kinds of Suggesters

1. *General Suggesters.*—*Parts*, *kinds*, "*what they do*," and "*what is done to them*," *uses*, and "*words which tell something about them*" (adjectives and adverbs), are *general* suggesters for both *words* and *associations*, and can be used with almost anything to increase vocabulary. For example, the thought of *kinds* and *parts* of a particular animal, plant or building—a horse, for example, what it does, what is done to it, the uses to which it is put, and words about it and about its kinds, its parts, its doings, etc., give such words as: mare, colt, pony, race-horse, driving-horse, riding-horse (steed), draught-horse, hunter, cavalry-horse, chestnut, bay, roan, black,

white, trotter, pie-bald ; mane, flank, hoof ; thick or flowing mane, wet flanks, horseshoe, sore hoof ; feed, gallop, trot, race, jump, buck ; raised, trained, broken to harness, curried, saddled, harnessed, driven, whipped and spurred (cruelty), etc. A kindergarten class, three weeks after they had been given a few minutes' exercise in naming kinds, parts, and uses of homes or buildings, bird's nests, etc., when told to give a lesson to themselves about animals, gradually and without suggestions from the teacher, asked each other about kinds and uses. More than this, one four-year-old boy, impressed by a rather militant visitor, who had just left, exclaimed—"Then, there are kinds of people, too ! Just people, millionaires and suffragettes !"

2. *Suggesters for Selected General Terms.*—Each general term, frequently recurring in children's experiences should be given suggesters of its own. For example, *stories* can have as general suggesters—*time* (long ago or now? Winter or summer? Something special going on—like a circus, a storm or a picnic), *place* (home, other country or state? Woods, country, town or seashore? A building or out of doors?), *people* and *things* (if a picture-story, people and things in the picture and those in the story that are not in the picture ; real people and "play" people, fairies, etc. ; good people and bad people ; what they *did* or what is *done to them*, and what came of it). Such suggesters compel individuality and originality from the start, and bring to mind what pupils know of time, places, and people, the states and countries they have been given the names of and talked about, and imaginary things and events. If further asked for *words about*, people, places, times and things, their adjectives, adverbs, similes, etc., are brought into play. Oral language work should not be incidental. Pupils should memorize what will make them think in sequence and suggest to them a great and constantly changing variety of things.

3. *Suggesters Which Insure Selective Observation.*—Suggesters should also be added to general terms, things or ideas which will make each thing incidentally observed different enough from others to demand a name, and each general idea identifiable in a new situation. Most individual things are just stones, bugs, flowers, and trees to children, until *suggesters* associated with these too-convenient general terms, result in what Dr. Dewey calls "selective observation," and make pupils look for differences or common characteristics otherwise unseen. For example, stones suggest *different* stones for which a new name is needed, if the term *stone* has memorized with it—form, color and lustre, weight and hardness and fracture, and pupils are given practice in looking for these memorized qualities in stones, which are different for each variety and which otherwise they would not see. This applies to the recognition and naming of things and situations to which, and in which, democratic feelings and habits should be applied. For example, *being careful for others*, should suggest to all children in common—not interrupting people who are resting, reading or working, *not calling names* (Chink,

Dago, Baby, etc.), *not taking other people's things*, and *not being rough*. *Protecting property*: *other people's property*, things you want to write on, things you want to handle, things you want to throw at. *Giving something in return*: thanks, understanding, why it was given, using it rightly, giving in return to the giver or others something that means the same to you or to them. General ideas that have to do with the democracy of the higher levels should be made especially suggestive. *Color*, for example, should suggest right combinations, becomingness and appropriateness; and *care of beautiful things*—things that must not be handled at all, and things that must be handled with care or with clean hands.

*Democracy in social life* should suggest: respect and consideration toward others, politeness, play for all, appreciation of all kind acts, beautiful things and great deeds, and interest in other people's conversation. *Politeness*: *respect* for the old, for women, and for people in authority, *considerateness* or *not hurting the feelings* of others, little acts of *kindness*, *correct speech* and *conversation*, and *correct behavior* in company and at table. *Play*: playing games which others wish, whether we wish them or not, seeing that no one is left out of the game, fair play and being a pleasant winner or a good loser. *Appreciation*: making others feel happy over anything they do to please you, and learning to enjoy all beautiful things which others enjoy in nature, music, pictures and books. *Knowing words and making them suggestive*, so as to understand what others think, say, and write, and so that others will understand what we think, say and write.

*Self-achievement of higher levels* would be greatly furthered if with *trying their best*, children certainly associated *things no one else can do for them*: being good, being polite, speaking correctly and learning new words, trying to play and to help others to play, and taking care of beautiful things.

In connection with self-government plans and activities, the idea of *compelling all one fails to do* that is necessary to the good of all, should be firmly associated with: obeying rules, work and play, keeping quiet when quiet is needed for all, etc.

If teachers to whom such memorizing of words and phrases seems too mechanical and abstract to have meaning for young children, will practice selecting the general terms most useful in childhood, suggesters in their most readily retainable and suggestive forms, have them thoroughly memorized and provide adequate practice in finding examples under each, as they occur in daily childish experience, they will discover that the social observation of even the youngest children can be made consciously selective.

#### **The Kindergarten's Contribution to Democratic Abilities, Habits and Skills**

Abilities may be democratic in a double sense—that of the nearest approach of each individual's abilities to the highest level which can be made common for all individuals, and of the highest develop-

ment of exceptional abilities peculiar to a particular individual, from the standpoint of participation and coöperation in what contributes to the common welfare. From both points of view the kindergarten has been socially democratic in a truer sense than the public school has been academically democratic. It is to the credit of the public school that it has attempted to bring up to a low level of academic achievement all individuals, including those who are most backward. But in its concern for the essential tools of education, it has neglected not only the impression and the vocabulary necessary to the *higher* intellectual levels, but the social abilities without which even learning is vain. If the kindergarten has sinned, it is not through being too little social, but, if at all, through giving too little emphasis to purely intellectual activities.

#### **The Importance of Husbanding Motor Activities for the Development of Motor Habits and Skills**

There are so many social activities which are either themselves motor or are useless without motor expression, that the limited amount of motor energy available during the school day should be carefully husbanded and used only where it will be most useful. It can be as truly said of the use of motor activities as a means to developing abilities and habits which are not themselves motor, as Alexander Bain said of the study of the classics as a means to training the memory—"In place of training the memory, it *expends* it." There is a limit to the amount of motor activity natural and healthful for children. A school where they are continually on the jump is as abnormal as one in which they are compelled to sit still. The motor activities in which they can engage in school without undue fatigue, in addition to those outside of it, are probably little more than are involved in training to essential motor abilities and skills. At least it is safe to *avoid motor presentation in all school work which does not in itself involve motor expression, especially where, as in the handling of objects in number-work and the Montessorian touch method in memorizing symbols and words, the added efficiency in memorizing is doubtful, or uneconomic from the standpoint of the extra effort involved.*

#### **General Mental Abilities and Skills Essential to Higher Democratic Levels But Which are Independent of Motor Expression**

Intellectual habits are not themselves motor even though they have frequent applications. For example, the habit of thinking of alternatives need or need not result in action. If the alternatives are the different sides of a question in dispute, the democratic habit is an open-minded *thinking out* of each side of the question, quite independent of any resulting action. On the other hand, democratic *tolerance* is a *feeling*, not an action—the habit of assuming that there may be something in another's point of view or some explanation of which we are ignorant for a situation with which we would other-

wise have no patience. Even though *going on an errand* to get a particular kind of bread is in itself an action, taught as a *compensating service* owed to parents, the habit of being ready in advance with alternatives—the fact that another kind of loaf will do, inquiring when more of the right kind will come in, or whether the right kind can be bought somewhere else, etc.—is purely a matter of thought. To be sure *running errands* can be usefully dramatized, but most forms of *thinking alternatives* can be made a quiet and deliberate guessing game. The closely allied habit of *including all big suggesters* with each frequently recurring general idea or situation, is even more fundamental. Even children who by *purely mental* drill come to habitually associate with *people*, such suggesters as looks, (appearance and dress), home (cities, houses, etc.), food (kind and preparation), doings (industry, manners and customs), and tools and materials (what they make things *with* and *of*), and are given practice in applying these suggesters to Indians, Eskimos, Chinese, etc., are given a common mental clearing-house for otherwise wholly different and individual experiences. Sand-tables and camp-fires are not only unnecessary to the use of “suggesters” in geography and history stories, but both through their concreteness and motor appeal may interfere with thinking.

A teacher who will exercise her ingenuity in giving pupils practice in the use of “suggesters” within the range of childish experience, will have done a great work for democracy, both in raising all individuals toward a higher intellectual level for common social intercourse, and in increasing individual efficiency and resourcefulness.

Owing to the tendency to always think of a habit or a skill as something involving motor activity, the false assumption that no activity is educationally complete until it has motor expression, and the common over-emphasis of motor presentation as a factor in method, it is well to sharply distinguish between essential abilities which are motor and those which are not. The habitual attitudes of mind which determine one's feelings toward an ideal or situation often not only have no association with action, but may have as their aim the actual inhibition of action, such as the failure to strike back, or control of the impulse to physically attack any object which has suddenly proved annoying. Most of the habits involved in vocabulary development or the multiplication of associations, like “suggesters,” do not involve action. The educational value of general activities, such as these, is relatively far greater than paper-weaving or the use of building blocks. It must not be forgotten that intellectual activities are as natural as motor activities, as surely as native retentiveness is as natural as finely coördinated movements.

#### **Remedying or Compensating for Individual and Class Weaknesses**

\* Aside from developing fundamental democratic mental abilities, the greatest service primary education can perform for democracy is remedying or compensating for basal individual weaknesses. When these weaknesses are motor, they are very likely to receive attention

through obviousness. Relative insensibility to sensory and emotional impressions, such as a poor ear for music, color blindness, deficient sense of humor, etc.; a poor native retentiveness; exceptional difficulty in the association of ideas, etc., the most fundamental handicaps of all, are, being mental, quite likely to be ignored. "Dullness" in pupils often reduces itself to a teacher's ignorance of these handicaps and lack of effort at *remedying or compensation*. Vocational guidance tests are too often, when negative in their results, interpreted to exclude pupils from particular sorts of training or fields of usefulness, when they merely point the way to what can be remedied or compensated for. To be sure a color-blind pupil cannot be taught to paint or to enjoy color-prints, but weak, native retentiveness, while it cannot be *remedied*, can be *compensated for* by the pupil's determined repetition of things to be memorized, five or ten times, as often as other pupils repeat them, and by continual practice in associations which aid the memorizing process. Pupils whose home experience has been too exclusively visual, can be accustomed to the quick interpretation of oral presentation, as surely as silent reading can prevent primary school thinking from becoming too oral. The individual who can remember isolated things, but cannot think, can be drilled in the retention and use of suggestive associations or "suggesters," until every frequently recurring idea or situation compels him to think.

#### **The Remedying of Class Weaknesses Essential to Democracy**

Even more serious than an individual weakness is the environmental handicap imposed upon great masses of children who live in homes which fail to encourage their mental development in its more rational forms. Democracy demands not merely a sound body, but one that is strong, skilled and healthy; not merely a sound mind but a developing one, capable of reaching the higher intellectual levels. It is an absurd misapplication of Culture Epoch and Recapitulation, therefore, to assume that it is more natural for children to frisk and caper than to think. Just as they build and weave, not as men do but in a childish way, they can think and judge in a childish way. Because they have fewer ideas in their minds, fewer associations for the ideas and less complex and certain fixing of the associations, is no reason why their general ideas should not be increased and their associations multiplied and cumulatively made more certain and complex. If it is "to him that hath shall be given," the earlier children possess many ideas and the suggestive associations which will add to them, the sooner and the more naturally, they will mentally develop.

#### **Specifically Democratic Mental Abilities and Skills**

Even the most obvious mental abilities and skills that are specifically democratic are too frequently ignored. The natural diffidence fatal to the development of individuality and personal strength, is most surely overcome through the feeling of ability and initiative,

due to definitely suggestive associations for frequently recurring ideas and situations—the individual who is full of things that he wishes to say and forgets to be backward and retiring. From the standpoint of *compensating service*, children should be taught to do what they can for themselves with a conscious aim of “doing things for themselves” and “not troubling others” or “taking the time of busy people.” A good example of this is the Montessorian buttoning of their own clothes, etc. Children should play or dramatize helping at home, “to do something for their parents who do so much for them.”

While the old kindergarten imitations of adult work can be made the means of adding to the realization that each individual must do some useful work in return for all the varieties of work that are done for him, in order to insure the ability and habit of compensating performance as distinct from mere realization, they should take the form of work of real value which children can do—dusting of chairs, picking up of waste-paper, the putting of things in their place, hunting tools or materials for older people at work (the Gary scheme of “assistants”),—tasks readily performed with the aid of bright eyes and little hands near the ground. I wonder whether it would be abnormal and non-social, because unnecessary in many homes, to set children to polishing doorknobs, the furniture and silverware, the washing of baseboards, white-washing, etc., *all in the continual consciousness that they are doing what they are able to do for others in return* for what others are doing for them? Even the regular activities of the school should be in part motivated from the standpoint of doing one’s best in return for being given the right to attend it, and partly from the fact that since all pupils are gaining from the activities, each should contribute to them. To habitual effort on the part of each individual to find some part to play and to play some part in everything which the school as a whole attempts to do, should be added the effort to help each fellow pupil to find some useful part. Building houses that no human beings will live in, and making automobiles that no one can ride in, even if the wheels do go round and stand up of themselves, do not belong in the social category at all, except in the indirect and uneconomic sense of developing vocabulary which can be more adequately done through labeled pictures and objects.

Other motor activities essential to democracy even more matter of course are those which contribute to good health, such as correct breathing, proper care of the teeth, good carriage and posture, etc. The kindergarten contributes or should contribute to all of these. Sufficient and healthful diet, abstinence from sweetmeats, the daily bath, etc., are in the case of young children, parental responsibilities, the arousal of attention to which is primarily the duty of public health officials, but to which the kindergarten can effectively contribute through its mothers’ meetings.

The development of physical strength and muscular or manual



skill beyond what is incidental to plays and games, belongs to the sphere of individual instruction. Motor skill in the handling of musical instruments, paint brush or pencils and tools are forms of specialization which should be exceptionally developed for individuals, motivated by the wish to contribute one's best to the common good. Supplemental to this is the common dexterity in the manipulation and repairing of ordinary personal and household appliances and apparatus, which is so often uneconomically left to the specialist.

#### **The Extent to Which Transfer and Initiative Can be Developed in Young Children**

The highest mental ability possible to all individuals in common is *transfer*, the application of familiar things to new or different situations in which it is difficult to identify them. With the limited development of associations with young children, and the fewer ideas with which associations can be made, what would be an obvious and matter-of-course application to the intelligent adult, may not be recognized. The four-year-old boy who after practice in naming kinds, parts and uses of animals, exclaims "there are kinds of *people*, too," probably achieved as original a mental feat, as the old philosopher who argued from the black gods of the Ethiopians and red-headed gods of red-headed nations, that "If cattle had gods, their gods would be oxen!"

Holding this fact in mind and attempting only what is possible within the range of childish ideas, perhaps the greatest duty primary instruction owes to democracy is *that no child shall have too late a start in the building-up of the complex systems of associations, the certain retention and practical application of which are necessary conditions to transfer.*

The primary difficulty in the case of the more ordinary abilities and habits is their transfer from the school to the home. Cleanliness, obedience, correct speech, good manners, and care of beautiful things, all may be limited to the schoolroom. Habits are ever specific. It is only the stimulus to them that may become general. It is a command given *anywhere* by one who has the right to give it, that is a signal for an obedience that transfers. It is the presence of anything of beauty, outside of the specially cared-for corner, that is the real test of carefulness for things which soil or break. The essential condition to possible transfer is that children shall be familiar with such signals or stimuli in the most general form that is useful. But transfer thus made possible is little likely to be actually brought about except in the presence of certain *favorable conditions*,—the firm association through drill of the thing to be transferred, with *the most probable fields of application* and the *most suggestive types* of application, together with *repeated practice in looking for new applications*. For example, children must be drilled to think of at least such fields of obedience, as home, playgrounds and city streets, and of such typical and suggestive cases as the first time the com-

mand is given, a command children do not see the use of, a command given by someone they do not care for or are unaccustomed to, etc.

These associations or suggesters for ideas or activities to be transferred are wholly mental. Practice in looking for applications under them should involve actual acts of obedience, both through dramatization and in every-day experience reported upon in school. In this way, the habit of *compensating service* can be made to suggest, such objects of application as parents, playmates, teachers and school-fellows, and the community or state, and such typical applications as giving something or doing something of equal value in return, having the same kindly feeling which inspired the service that is returned, and passing kindnesses on to others; *the habit of doing one's best* can certainly call to mind such fields as home tasks, school work, social occasions, etc., and such typical applications as using as much time as is needed, trying again and again, and seeking to gain further knowledge or skill.

To continually select the words, ideas and activities, which are most suggestive for children or which must be given the greatest certainty in their simpler relationships before more complex ones can be built up, and to choose and put into their most suggestive and retainable form, the biggest fields of application and the most varied types of application, will accomplish infinitely more for early childhood than a mere extending through the school of a concrete or motor experience which is continually being multiplied by home and outdoor life, story-telling, the "movies," and after the first one or two school years the individual reading of stories and books.

**This Article Supplementary to My Baltimore Talk and the Work of the Kindergarten Democracy Committee**

Such kindergartners as may have heard my Baltimore talk must have continually noted the addition of topics which it did not include, and the omission of what it did. My purpose has been to suggest, as far as I can in a single article, fields for experimentation, supplementary to the questionnaire, soon to be issued by the Kindergarten Democracy Committee. Much that I have included may seem impracticable. Some of it doubtless is, in the form in which I have put it. But convinced as I am, both through investigation and experiment, that the education of young children, whether in the general sense or in that of training for democracy, must include each one of the great conduct controls I have here illustrated, I have turned to the kindergarten for coöperation, not only because it represents the stage of development in which habits are initially formed, but because I believe that kindergartners as a group are more accustomed to the kind of thing which must be given new emphasis or newly tried. More than this, I have found kindergarten leaders peculiarly open-minded and ready to experiment with anything which promises a richer and more useful development for children. Among the more prominent subjects for experimentation, which I hope that I

can lead many of them to include, are: the development of vocabulary, the use of suggesters, and the creation of conditions favorable to transfer, with special emphasis of all which can contribute to those aspects of democracy which are the antidote for Bolshevism and other undemocracies. I shall gladly correspond with anyone interested in putting any of this to the test, and look forward with much hope to the contribution which will come both from such individual experimentation and the influence of Miss Wheelock's questionnaire and the resulting report.

If democracy is to be safe for the world and is to make the world safe from class intrigue and domination, it must be taught from the cradle. Who cares whether the word "kindergarten" does happen to be German, if kindergartners take the lead in developing a truer and completer democracy?

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## IS IT ADVISABLE TO CHANGE THE NAME "KINDERGARTEN?"

Affirmative . . . Alice Temple

The recent discussions of this question have been stimulated, as you know, by a letter written by Dean Burris, of the University of Cincinnati, early last October, which letter was addressed to several hundred State and city superintendents, professors of education, editors of educational journals, and kindergarten training teachers and supervisors. These obviously are the persons who would be most vitally interested in a proposal to change the name of this part of our school system.

Dean Burris gives as his chief objection to the name kindergarten, not a "prejudice for all things German aroused by the war," but a conviction, long held, that an institution so thoroughly democratic in character as the American kindergarten should not be known by a German name. In a letter dated March 24th, Dean Burris writes: "I think it utterly improper to use a word from any foreign language to designate any division of the educational system of an English speaking people." I want to make clear this attitude of Professor Burris, because so much of the published discussion aroused by his letter has been based on the assumption that the chief argument for change of name was the fact that the name is German, and liable, therefore, to be no longer acceptable in this country. While this is doubtless a compelling argument in favor of change in the minds of some people, it is certainly, as we hope to show, neither the strongest nor the most convincing.

Dean Burris suggests as substitute the name "Play School." He asks each person addressed what he thinks of the idea, what other name he would suggest, and what are the good reasons, if any, for continuing the use of the old name?

When I was asked to be one of the leaders in the discussion of the question at this meeting. I wrote to Prof. Burris, asking him to tell me something about the results of his inquiry. He replied by sending me the letters which he has received, with permission to make what use of them I cared to in presenting his side of the case. I have read the letters with much care and am able to present some figures which I think will interest this audience. In gathering this data I have omitted the few letters written by persons in foreign countries, England, France, Canada, etc.

#### RESULTS OF INQUIRY

Of the eighty-four replies received from city superintendents, 76 per cent are in favor of a change of name, practically three-fourths of the whole number. Of twenty-two replies from State superintendents, 68 per cent favor a change.

There are thirty-six letters from professors of education, 63 per cent of whom are in favor of a change. Editors of educational journals who answered the inquiry, twelve only, and kindergartners, fifty-eight in all, are evenly divided—each group showing 50 per cent who advocate a change.

In the light of what these figures indicate, it is interesting to note that in one of Dean Burris' letters from a kindergarten leader we read the following: "I question whether any of the leaders in the kindergarten movement would desire or in any way advocate any change." From the Bureau of Education through a recent publication, we get this statement: "Among the members of the International Kindergarten Union it is generally felt that 'kindergarten' should remain." Now it was to the leaders that these letters were sent, and practically all of them are members of the International Kindergarten Union. Our figures show that fully 50 per cent of these leaders and members of the International Kindergarten Union are quite ready to re-name the kindergarten.

Taking all of these different groups together, we have a total showing of 61 per cent advocating a new name, as against 39 per cent opposing it.

Possibly some of you feel that the only significant figures among those I have given are the ones which register the feeling and judgment of kindergartners. While I believe sincerely that here, in our own organization, the question should be freely and frankly discussed, and some definite recommendation made, I also believe that we should bear in mind, throughout our discussions and in whatever final action we may take, that there are these large percentages of State and city superintendents, represented in Dean Burris' correspondence, who would like to see the name changed; and let us remember also that if these same superintendents or the boards of education which they represent decide that it is best to change the name of this part of the school system, it will probably be done. In fact, it has already been done in two or three places.

### NOT PLAY SCHOOL

But while so large a proportion of persons, kindergartners and others, are favorable to the idea of change, they are by no means ready to accept the suggested substitute—Play School.

What are the figures on this proposition?

Of all those replying, 66.6 per cent, fully two-thirds object to Play School. The *kindergartners* are almost a unit in objecting. The reasons most often given were expressed by one city superintendent, and a most loyal friend of the kindergarten, as follows:

"While I recognize that the term 'Play School' corresponds quite accurately with the actual activities of the school, I hesitate to endorse the term. My first reaction is that it might intensify on the part of a certain percentage of our population a prejudice against public support of an educational institution frankly admitted to be a play school. In the second place, I have for a long time felt that the logical solution of the whole problem was an incorporation of the whole kindergarten idea as an integral part of the primary school system. \* \* \* \* My personal feeling that the kindergarten spirit should be a part of the lower elementary schools makes me hesitate to endorse a term which would still perpetuate the sharp division which in the minds of many exists between the kindergarten and the first grade."

Many of those who give one, or both, of these arguments against "Play School" suggest a name which attempts to express the relation of the kindergarten to the rest of the school. Such names as Primary Circle, Sub-Primary, Pre-Primary, Early Elementary, Lower Primary, Beginners' Class, Grade IC, are given.

### WHAT ARE THE REASONS FOR CHANGE?

The chief, and as I see it, the only real reason for re-christening the kindergarten is a reason which was quite as valid before 1914 as it is now in 1919, when the war with Germany is over. It is a reason which has existed since the kindergarten has become a recognized part of the public school, and has itself so modified its practice to conform to modern educational theory as to have little in common with the traditional kindergarten of an earlier day. While the kindergarten was doing pioneer work as the herald of the new education in America, it was well that it should retain the name given it by its founder, a name which expressed, in part at least, its controlling ideal. But having demonstrated its value, having found a place in public education, having become a part of the school, there has been for several years no good reason for its retaining a name which is *unlike* that of any other part of the school system. As one writer very truly says, "The name kindergarten has always left the impression of the department's aloofness from the schools themselves and for this reason many people fail to patronize it. In other words, it has been too much regarded as a side issue and not as an important part of the educational system."

Because this department has been regarded as a separate institution, teachers in the grades have been slow to consider the work as basic, and much of the fine training given there is not utilized in subsequent training."

We are all agreed in wanting superintendents and administrative officers, parents, and taxpayers to regard the kindergarten as the necessary beginning of school life. We want them to feel that a child who misses it has missed something quite as important as the child who misses first grade. We want them to feel that a school system which does not provide school opportunity of the kind represented by our best and most progressive kindergartens for children from four to six, is a seriously defective school system.

To my mind there is absolutely no doubt that we can further the spread and growth of such sentiments as these, by adopting a name for the kindergarten which will indicate its fundamental and organic place in the system.

#### JUNIOR-PRIMARY

Junior-Primary is the name which will do this. It is good because it proclaims at once that this is a department of the school and indicates clearly its place in the school. What more can the name of any other organic part of the school do? We have Elementary and Secondary public schools. Within these we have certain divisions designated as primary, intermediate, junior high, and high school, each with a perfectly definite function to perform with reference to itself and in its relation to the whole. What can be more rational than to designate the first school years in similar fashion?

A second argument for Junior-Primary is that it involves but a single change, a change of the one term only. Institutions which are incorporated as kindergarten institutions of one sort or another can make the change with a minimum of confusion. For example, "The New York Kindergarten Association" may easily become "The New York Junior-Primary Association;" "The Chicago Kindergarten Institute" is readily changed to "Chicago Junior-Primary Institute;" "Kindergarten Department, Goucher College" in the future may be known as "Junior-Primary Department, Goucher College," and our own organization may become "The International Junior-Primary Association."

In making these changes we should probably for a year or two have to include the old name in brackets under the new one on our catalogues and stationery, as do business firms which change their names, but this would be a comparatively simple matter. We have experienced no difficulty in changes in terminology made to express the relation of kindergarten activities to those carried on in the elementary school. We are not misunderstood when we speak of toys and building blocks instead of gifts; manual activities instead of occupations; language periods instead of morning talks; and physical education instead of games.

Junior-Primary seems to me more satisfactory than the other names which suggest the place of this department of the school. It is similar to the term already in use, viz.: Junior High School. It is preferable therefore to sub-primary, pre-primary, lower primary, or beginners' class. Like Junior High School, it designates a type of organization planned for children who have reached a certain stage of development. The Junior High is not identical with either Elementary or High School, but is organically related to both. So with the Junior Primary. It provides for the child who has outgrown the nursery, but is not yet ready for the first grade as now organized, the type of school experience and organization which he needs. It maintains its identity while recognizing and proclaiming its relationship.

Many persons favor the use of such a term as Junior Elementary or Early Elementary to include the kindergarten and primary grades, with first, second, third, and fourth year classes. Miss Luella Palmer advocates Junior Elementary. She says, "The name kindergarten would be dropped, but merely in order to indicate that its sphere had been broadened and its spirit had influenced what has heretofore been formal school procedure."

The arguments set forth for Junior Primary apply equally well to Junior Elementary, with the exception of one, viz.: that Junior Primary involves only one change. Junior Elementary requires a renumbering of grades. If we can induce school administrators to do this, I should be heartily in favor of the plan.

#### REASONS FOR RETAINING THE PRESENT NAME

In closing, let me ask your attention to some of the reasons given for retaining the name kindergarten.

1. One of our pioneer kindergartners says that to change the name would be an "act of disloyalty, a refusal to give honor where honor is due," and further, that Froebel would object to its being called a school at all.

But let us remember that Froebel looked to America as the country which would adopt and develop the kindergarten idea. This America has done and there is surely no one in this audience who does not believe that Froebel would be the last person to object to any change of name which would further the spread and influence of his idea. Furthermore, neither Froebel nor any of his followers could consistently object to the term *school* being used in reference to the kindergarten when they stop to remember that school comes from a word meaning *leisure* or *play*.

2. Another reason given for retaining the present name is that "no name reveals the aims, principles, ideals of this particular branch of education so simply as the name now in use."

Now I ask you—What significance has the name kindergarten to any but the initiated? In the first place, the name has to be translated, then the meaning of child-garden, as designating a cer-

tain type of education, must be explained. This is done for the students in training schools and colleges, but how many persons outside of the profession have any notion of the meaning of the name or why Froebel chose it? Furthermore, why should this one part of the school employ a term descriptive of its character or "essence" when no other part attempts to do any such thing?

3. Some of our friends cling to the old because they fear that a change of name will mean absolute loss of all that the kindergarten has contributed to early education. One leader goes so far as to say that such a name as Junior Primary "implies nothing but the time-honored grind of the three R's for the beginning child \* \* \* ; that the adoption of such a name would mean a return to all against which the whole kindergarten movement has been directed, instruction in the school arts at the very beginning."

Surely this is an extreme view. It assumes that there has been no improvement in the primary grades since the days when the process of learning to read, write, and figure meant grind, pure and simple.

The kindergarten and the first grade in their best exemplifications are nearer together than ever before. By choosing a new name which expresses their intimate relationship, we are but hastening the time when the unification will be complete. Now if we are unwilling or afraid to adopt a name which does indicate our place and relationship to the school, what right have we to ask for such a place and relationship in the school?

As a final argument for the re-christening of the kindergarten, let me quote from my friend, but, I am sorry to say, my opponent in this particular matter, Miss Watkins, the leader of the discussion on the other side. Miss Watkins has written, "If a change must be made, let it not be done when feeling runs so high that it obscures judgment. At the close of the war, if the body of educators decide advisedly and discreetly that the name kindergarten must go, there should be no unworthy substitutes, selected at random here and there, with no educational bearing or significance. If such a decision should be made, it would seem to me better, from the standpoint of the public kindergartens, to reorganize the school system upon the basis of an elementary unit, comprising the kindergarten and possibly the first three grades. To so incorporate the kindergarten would make its aims, principles, and ideals the acknowledged foundation of our school system; whereas a variety of ill-chosen, non-educational, and mis-interpretive names would tend to further isolate it in the minds of school men and thus cripple its future usefulness."

The time has come, I believe, when feeling no longer runs so high as to obscure judgment. We are beginning the days of reconstruction. Such a change as we are advocating may be made easily now. Let us then *make it now*, and thereby declare, as Miss Watkins says, "That the aims, ideals, and principles of the American



kindergarten are those which should control the child's early school life, the first four years of that life—the Junior Primary and Primary Years, or the Junior Elementary Years."

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## IS IT ADVISABLE TO CHANGE THE NAME "KINDERGARTEN?"

Negative - - - Catharine R. Watkins

In the consideration of any important step in life, in the making of decisions which may involve far-reaching changes, there is always the great central issue which is at stake and then there are also the many smaller side issues which are sometimes urged so forcibly and so insistently that they cloud the main issue and cause it to shrink and sometimes to disappear altogether.

This has happened to some extent in the present topic under discussion, so that I wish to take first, what I consider to be the smaller issues, the lesser arguments, to get them out of the way, in order that we may concentrate attention upon the great question which is really before us.

Almost all of the arguments advanced in support of a change of name have rested, in a greater or less degree, upon the German origin of the word "kindergarten,"—urging that because of this fact the name should be relegated to the discard and a new American name substituted. This seems to me to be a mistaken form of national loyalty, for the name kindergarten has been so Americanized through over half a century of common usage that it is found in our dictionaries to-day alongside of such familiar words as "kind" and "kindred," and, aside from its application to a particular system of education, the term is commonly used to designate certain methods of instruction or play materials for little children.

When we broke relations with Germany we did not break with *names* but with a stern and menacing reality—a spirit which threatened to destroy the most cherished ideals of humanity. The kindergarten, through its sixty and more years of existence, has markedly opposed this spirit, has stood—and sometimes alone in the school system,—for the ideals of democracy which are inspiring us, as a people, to-day.

So opposed indeed has the kindergarten ever been to the spirit of Prussianism that Prussia saw its trend in the beginning, and in 1851 closed the doors of all kindergartens in the kingdom. This was inevitable in a country which rejected the principle of individual freedom, and inevitable, too, that the kindergarten, which stands for this principle, should find a home on American soil, since it embodies the very spirit of our American institutions.

Are we now, after the lapse of over half a century, to give up

a name which not only stands for this principle, but which has carried it the world over?

Several have objected to the name kindergarten, not because it is German, but because it is *not* American. One can see at a glance where such an argument would land us if followed to its logical outcome, especially in a country like ours, which is constantly adding to its language words borrowed from many racial sources. If we are not to use any words which are not American, what would become of the names of all of our fraternities, of all the technical terms in biology, botany, and so on, as well as of many words which we use in our every-day conversation? If we had acted on this principle in the past we would have been reduced to an Indian dialect or a nation of mutes.

We cannot afford to admit arguments, either for or against a change of name, which are weakened by sentiment on the one hand or prejudice on the other. Such reasoning as "we love the name"—"it is dear because of its associations"—"to change would be an act of disloyalty," has no real bearing upon the great central question. But on the other hand can you imagine a kindergartner thinking clearly or deciding wisely who states, giving no proof, that she knows "fifty people who have burned every thing that had kindergarten on it?" I wondered when I read this statement whether this auto-da-fé of the fifty had included all the books, the great literature, the music in which German names were found, or whether the name which is enshrined in the hearts of thousands of Americans were the only victim. If we are just, if we are unprejudiced, if we are unbiased by passion, we must accord to the old Germany all that is her due and in so doing clarify our vision for the constructive work which demands to-day the sanest and best balanced thought of our people.

The real issue, as I see it, goes much deeper than the origin of a name—it is not political, national, or international, but educational and involves the relation of the kindergarten to the whole educational system. In considering a change of name the *central question* is this: "Will the *principles* for which the kindergarten stands be advanced or retarded by a change of name?"

We all realize that the kindergarten is not a particular system of education only, but that it is also a *principle* and that as a principle it has been one of the most influential factors in all progressive movements in education. The word "kindergarten" is identified with this principle; it has become a concept defining, holding together, standing for a group of characteristics, of methods and of attitudes which are so associated that whenever one uses the term "kindergarten" one is immediately aware of its content.

One writer, urging a change of name, says: "The name was right in the past but now America for Americans, name, system and all," and then gives this amusing argument: "Should we see the name Saloon above a Church door and know everything inside was

respectable and it was a well-conducted place, would we enter?" She did not apparently see that her argument was *against*, and not for a change of name, for the terms "saloon" and "church" have held certain meanings, have been associated with certain characteristics, and we cannot thus carelessly shift names because of their content.

The names which have been suggested as substitutes for kindergarten are so numerous and varied that it is not likely that any one would find universal acceptance, and to have a *variety* of names in use, selected at random, here and there, would be confusing, undignified and non-educational. Not one so far suggested reveals the aims, principles, and ideals of the kindergarten and would, therefore, tend to retard, and not advance, the kindergarten movement. They fall readily into two groups, one leaning toward the home, the nursery, the other toward the school,—each, therefore, presenting a one-sided emphasis. In the first group we find such names as Home School, Nursery School, Play School, Baby Nests; in the second, we have Sub-Primary, Pre-Primary, Junior Primary, Junior Elementary, Primary Circle. The names in the first group are less apt to appeal than those in the second, for it is easy to see how the popular mind would react to such terms. Even if the kindergarten principles and practices remained unchanged, it would be almost impossible to convince the average parent, to say nothing of the average superintendent and school board, that a Baby Nest, a Nursery School, or even a Play School had any connection whatever with an educational system.

In the second group, however, we have terms, slightly modified, it is true, but nevertheless familiar to both the parent and the educator and which carry with them not only the weight of tradition, but also the specious argument that such a change would help to identify the kindergarten more closely with the schools and therefore would be a step forward toward a greatly-to-be-desired goal.

In connection with the adoption of one of these names (Junior Primary) it has been argued that "if the principles for which we stand have become a part of the public school, is there any reason why we should cling to a name which separates us from it?" And I answer "no—if"—but that word "if" bears as usual its heavy burden. Can we honestly say that wherever there are kindergartens in the public school system to-day that the *principles* for which they stand have so influenced the schools, have been so absorbed by them, that a distinctive name is no longer necessary in order to preserve, and pass on, a distinctive educational ideal? Can we prove that a type of socialized education has been adopted in all of our elementary schools to-day; that formal, logical methods are giving place everywhere to the psychological; that the child with his awakening powers has become the center and that nurture and development through self-activity, rather than the pouring in of instruction, has become the generally accepted ideal?

A survey of elementary education in this country, however progressive it may be in spots, cannot but convince one that to try to draw the primary grades and the kindergarten together through a similarity of name would be to engulf the kindergarten and to sacrifice the substance and the spirit for an empty form. As Miss Vandewalker has said, "The name and the thing named would tend to correspond and the adoption of such names (Junior Primary, Junior Elementary) would mean a return to all against which the kindergarten movement has been directed—instruction in the school arts at the very beginning."

The word kindergarten stands as a "symbol of the new education" and I hold that this symbol is still needed to keep before the minds of both parents and educators the true significance of those early years in which the enrichment of experience and the organization of activities should precede the time-honored three R's.

That the kindergarten has changed the attitude toward childhood and been one of the greatest factors in modifying the practice in some of our best primary schools, we are glad to affirm, but I believe the time has not yet come when we can afford to abandon a name which stands for an educational ideal without endangering that ideal and undoing the work of fifty years.

In certain institutions of a more or less private character, where methods and conditions can be so controlled that the same broad, basic principles guide the whole period between four and eight years, a distinctive term may not be necessary. But we cannot jeopardize the kindergarten movement throughout the country by using these rare instances as an index of conditions which commonly prevail.

Very plainly stated—if we, as a body, adopt such names as Junior Primary, Junior Elementary, or any name in that group, the action will be interpreted by parents, schoolmen and teachers generally as a surrender of all for which we have struggled in the interests of early childhood, and the autocratic rule of the three R's will be firmly established in those beginning years.

We cannot effect the identification of the kindergarten and the school by a mere juggling of names; it is a matter of growth and would be as impossible as changing one type of organism into another by simply deciding that the two distinct varieties shall henceforth bear the same name. Growth is slow, evolution is slow, life forces must be given time and to attempt to hasten the process by external methods is but to invite disaster.

To argue that *now* is the accepted time because, perchance, the popular mind would be likely to favor such a course at present, is like arguing that unripe fruit—fruit full of promise for the future—must be picked because unemployed laborers are clamoring for the task!

And now a brief summary of the points I have tried to present—I protest against a change of name—

- 1st. Because I feel that the arguments which rest on the German origin of the word are petty and unworthy of the broad patriotism which America demands.
- 2nd. Because the word kindergarten stands for a principle; it is a concept deeply imbedded in men's minds and a change at this time would seriously endanger, if not destroy, this principle.
- 3rd. *All* substitutes for kindergarten suggested are one-sided, misleading and inadequate and would tend to cripple its future usefulness.
- 4th. The name kindergarten, with all that it implies, is needed in American education to-day. It stands the world over for that type of early education which all modern psychologists and child-students have agreed is the right one. To sacrifice the name would *not* mean identification with the schools but a *surrender* of all for which the name now stands.

Is there a Kindergartner here who is willing to agree to such a surrender?

## PRACTICAL METHODS OF DEVELOPING INITIATIVE IN STUDENTS IN THE TRAINING SCHOOL

By EDNA D. BAKER

A first grade boy was passing through the kindergarten room one day after school had closed and saw the kindergartner and her two assistants touching up with shellac some of the children's wood-work which was to be exhibited. He stopped, and with a shrewd smile, remarked, "Cut that out. It's no fair fixin' up the kids' work. The teacher in our room dasn't touch what we do." I do not believe any of us wish to develop initiative in our students to such an extent that they will not brook faculty suggestion, interference or command, because, as Lois Kimball Mathews says in her book on *The Dean of Women*, the faculty must be the final authority in College life. The power of regulating student affairs and enforcing discipline must always in the last analysis rest in the hands of the administrative officers. However, I think we are agreed that in the majority of our schools we under-develop rather than over-develop initiative. It is true, also that the teacher who lacks initiative herself is not very successful in securing it from the children.

In this paper I was told that I need waste no words in defining initiative or in convincing anyone of its value. I was asked to give as many practical ways in which we had developed initiative in our students as our experience afforded. I do not know that any method which I shall suggest will be new or untried to you, but I hope the discussion may convince all of us of the many opportunities for just such development in our training schools.

In citing the means by which initiative has been developed I would place first the Student Council in the College and the Student Government Association in the Dormitories. (One half of the students in the College live in these boarding halls.) The explanation of these two organizations I will give in full a little later. Another means has been the strong class organizations which have been led by president, vice-president, secretary and treasurer from within the class, and by a faculty sponsor chosen by the class. A healthy rivalry has been stimulated between classes and has been the source of much worth-while effort in various school endeavors. As an illustration, during the period of the war, each class had a committee in charge of the sale of Thrift Stamps. The chairman of the committee reported for her class at an assembly period of the whole school once a week. There was great enthusiasm in making the class record as good as possible and as a result two

hundred girls in less than six months purchased thirteen hundred dollars worth of stamps. Each class has had for some years a Social Service Department or Committee. It has been the work of this committee to investigate various lines of social service in Chicago which need help such as these students can give. Upon report of the committee the class takes some service as its responsibility for the year, as for instance a Saturday club in sewing, handwork, games, at one of the settlements, a story hour in some hospital, a weekly visit to the old people in some Home. Every member of the class takes a turn in doing her bit for this object, and the result has been a very happy one.

While the strong class organizations secure a spirit of friendly competition, the school assemblies and entertainments such as festivals and pageants serve to promote school spirit and general coöperation. The plan of the assembly includes a fifty minute period for the entire school once a week. Each class takes charge for a month, the class president presiding. The faculty also has its turn. The assembly is opened by a few minutes given to the discussion of any business of interest to the entire school which may be presented by the president of the class, the chairman of Student Council, or anyone from the assembly body. This discussion is followed by current events contributed by as many of those present as have time to take part. From twenty to thirty minutes is allowed the class in charge of the assembly for some original literary, musical, or dramatic program. Among the entertainments this year that were of unusual value in giving an outlet to initiative, class spirit and school fellowship were those which the classes held as benefits for the Kindergarten Unit. The names suggest something of the character of the program: Tag Day, A Circus, A Farce on the New and Old Kindergarten Procedures, A Movie, and A Musical Comedy.

Student publications ought to be stressed because they offer a chance to the student who possesses editorial and literary ability and because they provide such a fine channel for the expression of student opinion. The student publications of the College consist of the Year Book issued once a year and containing a review of student organizations and activities for the year as well as the inclusion of many original articles, stories, and verses; the Student Handbook which is prepared for the new student giving her an introduction to the College customs, standards, and societies; the semi-annual News Bulletin, published by the alumnae of the school, but which contains a Student News Section, contributed and edited by students.

The means of developing initiative so far given have been largely suggested and controlled by the students themselves. Those which I am about to name are the result of faculty experiment and direction. One of these means has been the small group plan which has been tried where classes were large. The groups for all except lecture courses have consisted of not more than twenty to thirty

students. These units have been sub-divided for certain subjects into groups of eight or ten, often with a third or fourth year student as leader of the group and the teacher in charge as a general supervisor, becoming a part now of one group and now of another. This plan has worked out particularly well for courses in Child Study, Story-telling, Games and Dramatization, Play Material and Hand-work. There has resulted in the small group a social spirit, a "give and take" in questions and answers and a happy rivalry in working out problems which could not develop in the larger class.

The problem method applied in the teaching of subject matter is being used in a great many schools with much success in stimulating interest and thought. By this method we have in mind instead of the formal lecture or quiz, oral or written, the presentation of subject matter as a series of problems inviting questions, investigation and discussion for solution. As illustration, in a Normal class each member of the class may use her own subject for investigation and thesis, and then later opportunity be given for the presentation of these theses to the class for criticism and revision. A class in Kindergarten Curriculum and Methods, the members of which had before them the problem of making out equipment lists for kindergarten as they expected to go out to teach the following year, were allowed seven hundred and fifty dollars to equip a kindergarten complete. Piano manufacturers, furniture dealers, school supply houses were eagerly visited, catalogs secured, and each student made out her own list for a specific situation. To show the interest and initiative several students visited a Manual Training Department, seeking lower figures on a sand table; some students got rates on reduced display pianos, while much good common sense and originality were revealed in the selection of all materials.

There is probably no better way of developing initiative in the student than field work in the practice department. Where it is possible to have enough kindergartens for the cadet work of Freshman and Junior students, to allow each student very definite responsibilities, she shows a most desirable growth in dependability, resourcefulness, and confidence. Third and fourth year students in our training school have the opportunity to do a piece of individual work under supervision. A choice is given of kindergarten or primary grade and of private, settlement, nursery or public school situation. A small salary is attached to these positions, which helps the student materially in paying for her advanced work at the training school. In connection with this position she has every opportunity to show what she can do, not only in the school-room, but in the neighborhood. She is encouraged in visiting the homes, in conducting mothers' meetings, and in linking herself to the community movement in every way possible.

To return to the Student Council in the College, that organization was the result of a proposal of a certain Senior class president. The present Council numbers eighteen or nineteen. It includes all



class officers, faculty sponsors, the editor of the Annual, the president of the dormitory Student Government Association, a representative from the College administration. It is a forum for the discussion of student problems, of all difficulties between students and the faculty and even of suggestions for the improvement of courses of study. Such suggestions have never been given in a presumptuous or dictatorial fashion, but frankly and modestly, with the thought that the school belongs to its students as well as to its faculty and its interests are most deeply the concern of both. Student Council has acted as a legislative and executive body in minor student offences such as misconduct in classes, disfigurement of the buildings or grounds, carelessness in the return of borrowed articles, and the like. It has been the instigator and sponsor for the Year Book, Student Handbook, Athletics, School Dances, School Pageants and every other worth-while endeavor. It has done more to unite classes, to create a right school spirit, to bring faculty and students together, and to develop initiative, than all other efforts combined.

The Student Government organization in the dormitories was also organized at student request. It, too, has developed personal and community responsibility as well as initiative. However, it has been much more highly organized from the beginning, with a written charter from the faculty, a constitution and printed rules on social conduct. The fluid character of Student Council, in our estimation, has tended to keep alive the spirit of self-government better than the so definitely formulated rules of the house organization which tend to deaden the spirit unless there is an annual infusion of life by a vital discussion of the whole subject. We have learned several things in the conduct of Student Government: that it contributes greatly to the content and coöperation of the student body, that it prepares definitely for community life, but that for its success it needs a strong student leader and a very wise faculty advisor or backer who on occasion must be able indirectly to direct. We have learned, also, that grave offences calling for suspension or dismissal should be handled by the school administration which alone can admit and graduate students, and hence logically has power to dismiss. It has been our experience that if the students have this opportunity for coöperative government they cheerfully yield obedience when school authority is asserted. A point in instance was the case of a social dance which had been determined upon by the Student Government association of the dormitories. They decided to hold this dance less than three weeks before the end of the year when Student Council gave a dance of the same character at the College. As all parties and entertainments are referred to the faculty for final approval this dance was so presented. We told the committee that it seemed to us unwise to give two dances at the end of the year when class-room work was being brought

to a conclusion and that it did not seem particularly good form since many of the same men would be invited to both occasions. The students were asked to think the matter over and let us know their decision later. They came back again with the request for the dance, unable to give up the pleasure of the party. Then it was necessary to tell them for the faculty, that we would have to do what in our larger experience we knew would work out for their best interests, and for the school: in other words, they couldn't have the dance. They very quietly accepted the decision and though their disappointment was keen they did not allow it to be evident or to interfere with the success of any other of the commencement events.

This illustration brings me to that condition which is preliminary to any such development of student initiative as I have described, a condition similar to that found in a good kindergarten where originality, personal responsibility and self-expression occur. There must be mutual confidence between the faculty and students, and this is not easy to secure as many students have come from a very different type of school and hence regard the faculty as their natural enemies and are from the beginning "agin the government." There must be freedom for all legitimate expression. I have in mind a training teacher who always imputes a mischievous intent to her students whatever they propose. It goes without saying that there is very little initiative in her classes. There must be, too, a fostering of a sense of ownership in the school and a partnership in its success. Students and faculty are working together for the greater and finer institution which is yet to be. Finally there must be that open mind and true scholarship in the faculty which provokes a like mind in the student body, the realization that science is continually lifting the veil of mysteries and that each year adds to the sum total of human knowledge and experience and power. Therefore, each student is a pioneer in this land of discovery.

## **"THE RETARDATION OF THE FOREIGN WOMAN"**

**By DR. CAROLINE HEDGEE**

At a previous meeting, I believe, I covered the ground of the Foreign Woman Problem, discussing with you the different forms of her growth. After seeing you in Pittsburgh last year, I began to think along different lines and to-night I will discuss another phase of this problem, and what it is deep down in our thoughts that makes the problem near to us. Why is this woman retarded? Why are we so slow in bringing her forward? I tell you the thing we must get for ourselves, as well as for the foreign woman, is a new conception of democracy as our dream of the future.

Now what does that include? Where is there a piece of machinery to make it work? In the first place, let us define this democracy for our foreign woman and ourselves. Democracy is not socialism. Socialism implies obedience to a party, the will of the party is law. I hold that democracy demands most definitely individual responsibility and action. My feeling, fundamentally, is that it is as far apart from Socialism as day is from night. And why have we not reached it for ourselves completely, and for the foreign woman?

I want to call to your mind something in your own experience; namely, how you take care of the children in the kindergarten. You set them in a group and by the mere setting of them in these groups, the child is brought into contact with new things and you see him blossom like a rose. There is one more thing to consider, in addition to these contacts, and that is the color of the atmosphere in which they occur. In other words, you take that child, plastic material, and if you are what a kindergartner must be to be a true kindergartner, sincere, truthful, spiritual, that child blossoms into wholesomeness of mind because that is the atmosphere in which he is making contacts.

With the foreign woman, we have exactly the same problem, the same responsibilities, that you have with your children. Our results with the foreign woman and with the foreign man depend upon the contacts we give them with the right things of life; and as we have already said, the color of the atmosphere in which these contacts occur. We have never given them the color of the atmosphere that they have a right to have; and absolutely, the future of the foreign woman depends upon this. They come in contact with us in spots and the only Americanism they know is the Americanism that they see in us; the only grain of Americanism that they gather is from us. We scatter in our contacts the seed of personality and, "As we sow, so shall we reap."

One great difficulty is this; the relation of the foreign woman

to labor. In one way, it is what we ourselves have made it by not being fully aware of our own acts, by not building up our sense of responsibility; and in another way, it is due in some degree to illiteracy. Our reading brings us into contact with the rest of the world, but there are millions of people in this country who do not have this contact with the world outside of their own homes and families because they lack ability to read and write; they are illiterate. The foreign woman left her home in the old world to escape from its tyranny, and to secure a chance in life. Difficult as it is to teach an illiterate adult to read, we must face the fact that her illiteracy is due to her lack of opportunity, and to her previous subjection, and we must work to overcome it.

Moreover, we have a further responsibility, in that we must put into her mind a picture of personal freedom. We must build up the power of personal decision, of meeting responsibility; in other words, a willingness to "face the music"; the recognition that a thing must be done because it is right. This is a problem ahead of us, as it is ahead of the foreign woman. It is not the easiest portion, but it is the portion of spiritual evolution and growth; and if we mean to go ahead to carry out that democracy for which our men have fought for two years in the great war, we must face it.

We did not do it before the war. Are we going to do so now? Before the war we sought escape from personal responsibility, and there were two or three avenues of escape that are interesting to mention.

Consider the dance craze for seven years before the war, as an instance. Why did people dance morning, noon, and night? To escape thoughts and responsibilities, introspection. They were successful; for example, I know I myself can dance the blues away at any time. Why do people go running over the country in high-powered automobiles, when at twenty-five miles you can't see and at thirty you can't breathe! They do this so they won't have time to do the necessary things of life and thereby to escape the thought of their responsibilities. The rapidly passing scenery takes their thoughts for the time from all else but the movement of the car, and the delight in being carried along without seeming to think about it makes them forget obligations. Then again, the movies! Why do intelligent people go to the movies? They surely do not go to see what they see there, even though they say it is the screen star and the plot of the play. They are deceiving themselves. I have a friend who is a frequenter of the movies and often after such an evening, she will stop in to chat with me. This is the usual conversation: "What did you see?" "Oh, a movie." "Was it good?" "Oh, about the same thing as they all are." Why does she go to the movies? To escape serious thought of her responsibilities. The constantly moving film with the story that for the time being is interesting, takes one's mind from all else and is an escape from what is binding and obligatory.

Why have we had within the last two or three decades a growth of new religions, made up of repetitions and forms? Because the old religions taught duty and we are not willing to face our responsibilities and take our religion consciously. Before the war we were trying to escape from our consciousness. Then when the suffering it brought was so intense it was necessary for us to think and to act as well. I myself am a reformed pacifist, but when this country called the men to arms and the women to assume the responsibility of keeping heads up at home, then it was necessary to obey. There was nothing else to be done, but obey. I know a better escape from this consciousness, if we are big enough to take it, is the next step in spiritual evolution, the acceptance of our responsibility.

Can we gather up again the loose threads of ourselves, of individual decision, of individual will to do right? Can we gather them up? If we gather them up, are we willing to pass them on to the foreign woman who needs such things to live as we would have her live among us? Can we bring her to this sense of responsibility? If we cannot, we are done for, and we will be a failure, and I, who am a good Suffragist, say this. "We must take this foreign woman by the hand and lead her into a higher degree of freedom and responsibility. It is the duty for everyone of us to face the music and take that next step of spiritual evolution, that is, to do what is right because it is right and take the consequences."

There is a friend of mine, a very learned woman, far more learned than I; she has all sorts of college degrees, Ph. D's., and when she came in to see me one day I noticed her spirits were not up to the mark in some ways, so I said, "What is the matter?" "Well," she said, "I went down to the Tuberculosis Institute to-day and there they have fifty or more people every day to whom they give advice and encouragement, and I just thought that I would like someone to talk to me like that some times." We all want someone to share our responsibilities; women want and crave it more than men, I think, and I suppose the unmarried woman more than the married woman, because there is no one who will share it with her. But the point is this, whether we are married or not, that responsibility is ahead of us, and whether there is anyone to share it with us or whether we must bear it alone, it must be done, and the sooner we realize this the sooner we all will begin to enjoy this new democracy, this hope of the future. It is a new religion, a religion not of the heart, not of creed, not of belief, not of obedience, not of blindness, but of responsibility.

You have to take into consideration the previous servitude of the foreign woman, and that the material that you are working on is more or less fatalistic. You cannot take at a single step the move from fatalism to democracy and freedom, but there are points of attack by which these ends can be gained. Take the children as a medium. For instance, the baby dies, and the woman says, "It is the will of God!" You can say to her, "It is not the will of God,

but we who are instruments of God. Come with me, let us work together for your children's good."

When a burn is healing, this is how it does. Little spots of new tissue form all over the surface, and these islands grow and spread until they join and cover the whole, and so the wound is made new. Now in our work with foreign women our contacts form little islands which will grow and spread and soon cover the whole surface. If they be contacts of democracy, through them we shall attain democracy for the whole. Contact by contact, utilizing all in the past, working with a common object, so shall we come into democracy.

Our Women's Foreign Legion in Chicago during the last Liberty Loan took subscriptions for \$87,000. This was a common object, and the foreign women were glad to come in for America and proud to show what they could do. All we need is to touch them in this way, the way of a common object. One common object that appeals to me as the most simple is that of the health of the child. Of course, we are rapidly coming to recognize in our educational world that children have bodies, and it would be well to have our campaign in the future with the foreign woman center on the child. You are the people who can do it with greatest success, and I have always contended that you have a great part in this whole movement.

Take the matter of weighing the child. Say to the mother, "I am going to weigh John to-morrow; come up and see how much he weighs." You find he is 10 per cent underweight. "What can *we* do to get John up to weight?" That again brings you and Mrs. Stockowsky together, both working over John, the common object. The day has passed for "me and my wife and my son John and his wife; we four, no more!" Both you and Mrs. Stockowsky have to see that child as a problem of the future, and a figure in our democracy fifty years from to-day. Most of us will be gone and in these foreign children, for good or ill, will be the making of the democracy of the country.

If we do not get at the health and morale of these children it will be for ill. It is not an impossible problem; if we can get them physically sound, and strong in mind, we need not fear for the future of our country.

## **"AMERICA'S DUTY TO THE NEXT GENERATION"**

**By FRED C. BUTLER**

We owe a great deal to those hardy men and women who fought and conquered the perils and hardships of this new land. They came to America for a greater political and religious liberty and for a greater physical or mental reward for their efforts. This debt we can only pay by passing on to the next generation the heritage we received, not alone intact, but increased in value.

I think the war has taught us to take a rather solemn pride in performing our duty and I am here to speak of another great duty,—a national, a state, a community, a personal duty.

The war has thrown a giant searchlight into all the nooks and crannies of our national life. It has brought out into the glare all the hidden recesses of our character. Some of the things that have been thrown upon the screen have caused our hearts to beat a little faster with joy and pride, and have led us to take new hope and trust in the future; but some of the pictures we have caught of ourselves have caused our heads to droop in shame.

A number of years ago a very clever gentleman wrote a romance about America, "the melting pot." The idea appealed to our vanity and all of these years we have been living in a fool's paradise seeing romance instead of fact.

We knew we were being called upon to do a thing unique in history; to take of every race and country and create a new people in a new land. We see plainly what a gigantic task it was. We see plainly also that we did almost nothing in a constructive way to bring this about. At the time, we seemed to think there was something magic in the air we breathe that would transform people from other lands into real Americans—something miraculous in our form of government that would at once uproot their allegiance to things which had been bred in them for generations. To our surprise and dismay the war showed us that we were on the way to having, not a unified country, but what Roosevelt described it, a "polyglot boarding house."

To build this great country of ours, to till its fields, to conquer its mountains, to harness its rivers, to man its industries, we had made it easy for people of other lands to enter America. This great boon conferred, we deemed our duty done. Were they herded together like cattle in our steamships and docks? Were they exploited by sharpers the moment they cleared our immigrant stations? Were they left to find refuge in the settlements and ghettos of our great cities? Were they farmed out on contracts to the unscrupulous of their own and other races? Were they sold worthless land at fabu-

lous figures in climates for which they were unfitted? These things we did not know and we were too busy with our own affairs even to inquire.

In the cities our foreign-born people were housed in slums, in tenements and shacks which reaped financial returns out of all proportion to the actual investment. They were located in colonies among others of their race and tongue, and there they lived fully as foreign to the real America as though they had never left their native lands. In many cases their children studied only their own language and never heard English spoken. As a result, they lived among us unto the third generation but still were not of us.

Their settlements often became breeding places for disease, which lowered the health of the whole community, and often of what is worse, Bolshevism and anarchy. Given a life of toil with no hope of anything better for the future, without comforts or conveniences, imposed upon, exploited, embittered, they dwelt among us. We salved our consciences by decrying their methods of life, as an excuse for our own inactivity. That this was a calumny upon these people we are assured by all who worked among them. Too often, helpless, they lost all hope. After tiring of the struggle in the morass of their environment, they settled down, wearied and disheartened, merely to exist. Injustice and ignorance, those parents of Bolshevism, could desire no better fields in which to propagate.

But not only to our foreign-born brothers have we been neglectful and unjust. To our surprise and shame, we found among those splendid American boys who answered the call to their nation's service, not hundreds but hundreds of thousands, who could not read the President's stirring words, to learn at first hand why they were at war. Can it be realized that there are in this country to-day more than five million native-born Americans to whom we have not given the power to read and write? Americans whose grandsires came to this country before the revolution—Americans whose forefathers stood with Washington at Yorktown and fought with Jackson at New Orleans—Americans whose families carved homes for themselves out of primeval nature—yet Americans who can to-day read no word in any tongue.

Can we picture for an instant what illiteracy means? Can we imagine what our lives would be without the great gift of education? Could anything make life worth living without it? Yet we have denied its opportunity to millions of our own people, to Americans as stalwart, brawny, and clear-eyed as any that ever trod this fair land.

According to the census of 1910, there are more than 8,500,000 people in the United States either illiterate or unable to read and write the English language. This is more than the population of Canada, it is more than the whole people of the United States in 1800. It is more than all the people of the South in the Civil War. It is more than all the people who were in 1910 living in all the fol-



lowing States combined: Nevada, Wyoming, Delaware, Arizona, Idaho, Mississippi, Vermont, Rhode Island, North Dakota, South Dakota, Oregon, Maine, Florida, Colorado, Connecticut and Washington. This is more than the combined population of Greater New York, Chicago, and Philadelphia, more than all the people in all the cities west of the Mississippi except one. It is more than all the children of school age in thirty-two of our forty-eight States.

Surely, we say, this cannot be. These figures must be wrong. And they are wrong, for the statistics of the draft army show us that they are much less than our real problem. The census takers merely ask, "Can you read and write?" and enter a man as literate or illiterate, according to his reply. This, on the face of it, is an insufficient test. Any man who can merely scrawl his name would claim ability to write. Personal pride would lead people to overstate their ability.

The mobilization of our draft army with men chosen at random from every walk of life, rich and poor, black and white, from every profession and trade, from every county and hamlet, gives us for the first time the opportunity to really take the pulse of the American people in regard to many things. The surgeon general of the army has just made public figures in regard to the illiteracy of these men. They are astounding to the point of being almost unbelievable.

The men of the army were separated by a simple test into two classes. This test was the ability to read an American newspaper or write a letter. Of the 1,552,256 men examined, 386,196 were unable to pass the test. In all the twenty-eight camps of the country 24.9 per cent of the men were illiterate to the extent of being unable to read an American newspaper or write a letter home. Camp Dodge in Iowa, 32.5 per cent; Camp Grant in Illinois, 29.1 per cent; Camp Mead in Maryland, 32.1 per cent; Camp Upton in New York, 25 per cent. And so it runs.

The problem is not one of the colored race alone, although unfortunately that greatly accentuates it. Neither is it a problem only of the South. A northern community in Pennsylvania has the highest percentage in the United States, for there, according to the 1910 census, 23 per cent of the people are illiterate. Fall River and Lawrence, Mass., each have 13 per cent, Passaic, N. J., has nearly 16 per cent.

Then there is another thing for thought. What trades are the foundation ones in this country upon which the success of all others must be built? What trades are they which serve us with necessities, with those things which provide the raw materials for our great industrial life, iron and steel, meat packing, coal mining, clothing, leather, oil, sugar? What part has the foreign-born in these essential trades? In iron and steel, 58 per cent; in meat packing, 61 per cent; in oil refining, 67 per cent; in clothing, 72 per cent; in leather, 67 per cent; in cotton goods, 79 per cent; in sugar, 85 per cent. Thus we have exposed not our heel but the backbone of our national pros-

perity. We have placed the pulsing heart of the nation in the hands of those who are born in other lands, of whom scarce one-tenth are naturalized and one-fourth of whom are illiterate and subject to insidious propaganda which cannot well be counteracted.

No one needs to argue that the nation cannot progress safely with one-fourth of its people illiterate. In a democracy where every voter wears a crown and where the destinies of the nation are decided by the average man, we are walking straight into the arms of trouble unless we make sure that the average man can understand the questions on which he is voting.

The problem is a tremendous one. The old happy-go-lucky methods of the past are suicidal. The call to arms to make the world safe for democracy was no more immediate or pressing than the call for action in the problem I have sketched. Indeed, it is a part of the same fight. The world cannot be made safe for democracy unless we first make democracy safe for the world.

All the forces of this country must be mobilized for action. The public school system of the United States must be strengthened and extended. No longer can we let it be said that we expend more for chewing gum than for primary education, or that one State spends only the pitiful sum of \$6.00 per head for education. Or that an average city like that of X spends \$14,672 to teach foreign languages to its native-born and only \$108 to teach English to its foreign-born. Or that a city of one million, like Y, spends \$70,000 to teach German to its own people and only \$11,000 to teach English to those of other lands. Or that a city of one hundred thousand, like Z, spends \$16,000 educating its people in foreign languages and not a single dollar for day or night classes for its foreign-born adults. And these cities are but taken at random from the figures available for 1916-1917.

Night schools alone cannot solve the problem. Education by force is out of the question, and to turn these foreign-born people back from their homes at night to secure an education is a difficult task. Our own native-born Americans will not come back in any numbers at night to hear the most helpful lectures. How much less, then, can we expect these people, born in other lands, tired after their day's toil, to come back to our schools and sit in children's seats to study the strange intricacies of the English tongue?

Therefore, we must look to industries more and more. We must look to manufacturers and employers everywhere to form their non-English speaking people into classes and in coöperation with the public schools to teach them English and the history of America. We must ask the manufacturers, wherever possible, to permit these men to be taught on the company's time, in order that we may reach them 100 per cent. And we can show industries that it will pay. We can show them that the employee who cannot read such signs as "Danger," "this elevator unsafe," "Fragile," "Handle with care," "This side up," and those other common and necessary signs through-

out a shop, is an expensive employee and will cause the company more than the small amount necessary to teach him English.

We can show the fearful rate of accidents among our foreign-born.

The director of mines, in a statement just issued, shows that the rate of accidents is so much higher among the foreign-born that if it could have been reduced last year to that of the native-born, 790 lives might have been saved and over 900 serious accidents averted.

We can show that the average illiterate is worth at least \$5.00 a week less to himself and to society than a man who can read and write, and that by making literate the 8,500,000 English illiterates the country will add to our potential wealth a sum sufficient to retire our war debt, principal and interest.

Education, necessary as it is, is not enough. What will it profit us to Americanize a man's mind and leave his body living in a foreign land? What end will we serve to make men want to better their condition and then have them pushed back into their old environments by those who do not want them in the neighborhoods?

As we mobilized the men and women of this country to sell Liberty Bonds and Thrift Stamps, to save food, to make bandages for the Red Cross, to redeem coal from their ash piles, to advance the cause of war, so we must now mobilize them for the assimilation of our foreign-born. We must make easily available a fundamental education in English and civics, in American history, in domestic arts and sciences, and all those things which will enable our foreign-born people to utilize the best that America has to offer. We must provide ways of helpful and restful recreation and spare-time occupation. We must provide worth-while things to do in order that there may be gradually eliminated some undesirable and harmful customs.

Our lives are like the black soil of a rich garden. Weeds will grow easily but food and flowers require labor to cultivate. Eradication of the weeds is an endless task unless we plant something to take their place and help to run them out. Community recreation must, from this time forward, play a much larger part in the lives, not only of our foreign-born, but all of our people as well.

We must see that building and sanitary codes give their beneficent protection to those who live in the colonies in the valley, as well as to those who live in the finer homes on the hill. We must see that greed does not exploit the need of these people for a home. Many a community has been surprised to find that the price per room for a shack in a tenement district was as great as that of a comfortable home farther out.

Through community centers in our schools, through food demonstrations, home exhibits, our churches and clubs, our foreign-born and native-born must be brought together as neighbors and as citizens. We must tear down the wall which we have permitted to

grow up between the two peoples. The native-born must learn greater tolerance, sympathy, and understanding of our foreign-born people. We must remember that we were all born of immigrant fathers, though some may have come on the first trip of the Mayflower and others on the last trip of the Mauretania. We must realize that these foreign-born brothers are bringing talents, skill, arts, literature, music, inventions, which will enrich our common lives. America would be poor, indeed, if it were to lose from its life all that has been added to it by those from other lands.

So we must meet and know these new Americans, not with superciliousness or condescension, but as man and man, woman and woman. We must see that the foreign-born, because of their ignorance of our laws, are not exploited and imposed upon. We must see that they receive a fair deal in the matter of employment and the cost of living, and that their excellent habits of thrift are not destroyed through the loss of their savings to the dishonest of their own or other races.

This is a big problem. It means work and money and sacrifice, but we owe it to the newcomers. We owe it to ourselves for our past neglect. We owe it to our country as an insurance for the future.

What a wonderful spirit of patriotism the war developed! What a spirit of service, of mutual helpfulness, of unselfishness, of self-sacrifice! Manufacturers turned over their factories almost without thought as to its effect upon their private fortunes. Laboring men gave and gave and gave out of their scant hoards. People of wealth and refinement ate coarse foods or went without, that those who fought and those who toiled might eat in plenty. Millions of men and women were torn from their selfish and frivolous tasks and taught the joy and pride and glory of public service. Cannot this great tide of human service sweep on into the tasks of peace?

In the last Congress there was introduced an act, known as the Smith-Bankhead Americanization Bill, which would enable us to undertake this great problem of Americanization upon the scale which its importance demands. With the passage of this bill, a great army of men and women and children could be organized and set to work even in the farthest community of our most distant state. Hundreds of organizations everywhere, who are working wholeheartedly, but somewhat ineffectively, could then be headed up with the leadership of the national government. Order could be brought out of the chaotic condition, and under a unified command with a definite plan of campaign, we could go forward with this problem as the Allies did after they were forced to adopt similar tactics. Without the bill, without a common program, without a unified command, there can be no progress.

The President has said that there is a great tide flowing in the hearts of man. The war has taught us the empty futility of things we have been striving for. Our hearts have been expanded with

sympathy for the poor and helpless. Suffering to-day brings tears where once we were calloused. We have learned that the time comes into all our lives when the love of all our fellows is greater than gold. Must we now drift back again into the old selfish ways, fighting among ourselves for a place and power? From the exalted heights to which our common love of country and humanity has led us, can we not take increased devotion?

The time is coming when the service of mankind will be its own badge of honor, than which the world will have nothing greater to confer. Men everywhere are beginning to find that their allotted time on this earth is, after all, very, very brief, and that while money may buy granite monuments, only service to mankind will buy a warm and loving place in the hearts of men.

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## THE SCOPE AND SIGNIFICANCE OF MEASUREMENT IN EARLY ELEMENTARY EDUCATION

By DR. AGNES LOW RODGERS.

The use of measurement in any field of investigation at once leads to a marked increase of knowledge and power. Yet methods of measuring have been devised with extraordinary slowness. Even the construction of a twelve inch rule is a relatively recent achievement, when we consider the long history of Man. At this moment we have an excellent illustration of the obstacles that lie in the path of progress towards improved methods of measurement. We are even now still clinging to the more cumbrous methods to which we are accustomed, in spite of the very widespread use of the metric system during the war.

Improvement in methods of measuring leads to increased control and this is true even when those who use the measuring instrument are ignorant of its construction, and of the essential nature of what is being measured. Few who talk glibly of the temperature could state exactly what the unit of measurement in the case of the temperature is and how it was derived. Few could explain what the Zero point on the temperature scale in its essence means and yet they are able to use that scale quite intelligently. Again many have measured electricity, while ignorant of its nature. The ability to measure its amount enabled them to regulate and control its use, though unacquainted with the exact nature of what they are controlling.

It may be contended, however, that it is a very different and much more difficult thing to measure mental capacities than to measure physical force and this is undoubtedly true, but it would be strange indeed, if we could measure the former and fail completely with the latter, since after all the most delicate and intricate

physical measurements depend upon the sense organs themselves, aided by instruments, that is, depend ultimately upon the mind. It is true that physical measurements have the advantage of being measurements of things relatively constant, whereas mental functions are of their very nature variable, being dependent upon a large number of influences, such as fatigue, lapse of attention and the like, that may or may not be present at any one moment of time. Thus, if we measure so simple a mental capacity as immediate memory for digits, we find the person tested can repeat now seven, now ten, now eight and now nine digits. What then are we to take as a measure of his memory? Evidently no one of these describes accurately his capacity. To obtain a true picture of his ability, we need all of them together, with the percentage or proportion of times any one of them is likely to occur.

Again in mental measurement it is often difficult to obtain a satisfactory unit of measurement. This frequently happens in physical science, but more rarely than in mental science. Thus it is not at all obvious what we should select as the unit in measuring ability to spell. It is evident that we cannot take the word as a unit as words differ enormously as regards ease of spelling. Apparently it is not so simple to measure mental functions as to measure height or weight.

The fact that it is hard to measure mental traits, however, is no reason why we should not attempt it, where the gain from so doing is likely to be great and past experience in various fields, where measurement has been accomplished, suggests that once measuring instruments have been devised, practice in their use will ultimately dispel the perplexity experienced at first. To the child in the kindergarten the foot-rule is a profound mystery, beset with much difficulty of comprehension, but he ultimately learns to use it intelligently and with profit, until he could scarcely conceive a world bereft of such tools. During the War in one of the Government offices at Washington a new type of calculating machine was installed. It was comparatively complicated and hard to master and the first group of clerks who operated it showed a certain degree of nervous strain before reaching their maximum speed. Several girls dropped the work on the plea that it led to nervous exhaustion. When newcomers came to take their places, they found those who remained in the government service working in a calm manner, as if theirs were an easy task. It took these new clerks exactly three days to attain the speed and efficiency the trained workers had taken six weeks to acquire. So influential are suggestion and favorable attitudes upon improvement. This is a special case in a different branch of learning, but it suggests in striking fashion that the mastery of mental measuring rods, which now seems so arduous a task may become a very ordinary and simple experience.

Already in a field with which the kindergarten teacher is familiar and in which she is directly interested—elementary

education, remarkable progress has been made. The first educational tests to be used were certain spelling tests applied by Rice in 1894. His procedure was challenged and rejected root and branch by the vast majority of educators of the time. In 1905 Binet published his Intelligence Scale in its first form and this was followed by the first pedagogical scale—Thorndike's Handwriting Scale in 1909. These mark the beginning of the movement towards educational measurement and it has thriven to such an extent that at the moment we have eighty-four standardized tests for use in the elementary school and twenty-five standardized tests available in the case of the high school. Altogether there is a grand total of one hundred and nine standardized tests to measure the results of instruction—a number of which there is every reason to be proud, considering the short period of time that has elapsed.

These tests have already accomplished much. They have greatly facilitated the classification of pupils according to their capacity. Thus they have made it possible to assign the pupil to a group of approximately the same stage of learning and with approximately equal ability to learn. They have changed favorably school organization, leading to the establishment of adjustment classes, in which slow learners are given special help, or genius classes, in which children of superior ability are enabled to cover ground at a more rapid rate. They have even modified the course of study. The application of tests showed that certain material in the curriculum was ill-adapted to children of the age to which it was assigned. Sometimes, indeed, in planning the construction of tests it has been found that certain material should be entirely eliminated from the curriculum, notably in the case of Spelling. Again, the tests have reacted favorably on methods of instruction, since only by accurate methods of measuring the results of teaching can we decide between the relative merits of two different claimants for favor. The application of educational tests has also led to changes in the amount of time devoted to certain subjects. Thus the results obtained from tests of the formal subjects in the survey made at Butte, Montana, indicated that too much time was being devoted to them and led to a reconstruction of the program of work for elementary schools there.

It has to be admitted that so far greatest progress has been made in measuring the more formal results of instruction. These yield most readily to analysis and exact treatment and there is a danger, as more measuring rods of this kind are available than of the more subtle products of education, that progress in the former directions may be emphasized at the expense of the latter. Nevertheless considerable advance is being made in the measurement of the more complex mental functions also. It is safe to say that a short time ago it was regarded as improbable that the ability to read would soon be satisfactorily measured and yet we have now several excellent tests of the various abilities that are involved in this com-

plex capacity and have already attained considerable success in diagnosing the causes of poor reading and in suggesting remedies. To-day in like manner measurement of concentration seems impossible, but the time may shortly come when skilful analysis will be brought to this task also and methods of measuring it will be available.

Consideration of the progress made in industry by the application of scientific methods, and particularly the methods of measurement peculiar to Psychology, is illuminating in this connection. Efficiency engineers have stressed among others these elements as essential in scientific management. They have laid emphasis upon the value of carefully kept records, they require records which furnish an analysis of the efficiency attained. They also have stressed the importance of programs or definitely stated aims. Thirdly, they have advocated and instituted wherever practicable measurement. Inspired by the methods followed in psychological investigations in the laboratory, they have initiated control experiments to demonstrate the superiority of certain methods of work. The movement to make industry scientific is paralleled, though to a less extent, by a similar one in the kindergarten field. The kindergarten teacher has already advanced beyond the stage, where she judges crudely that a child is "good" or "bad", "stupid" or "clever". Of course it has never been true that all teachers made such rough estimates of children's abilities, for the best teachers have at all times tried to arrive at more precise and accurate judgments of children's capacities. Nevertheless, in the absence of any means of analysis, their estimates of a particular child's characteristics must necessarily have been indefinite.

There are two varieties of measuring instruments used by educators, which are fundamentally different in character. The first type is relatively subjective in character, essentially involving the judgment of the teacher, but her judgment is aided by a system of classification based on careful analysis of the abilities under consideration. This type corresponds roughly to records and specifications in Scientific Management, while corresponding to measurement we have the second type of measuring rod which yields comparatively exact and objective data.

Let us turn our attention first to the former type, which involves the element of subjective opinion, but refines and corrects it. There are several varieties of instruments of this general type, differing considerably in character in accordance with the way in which they attempt to render results precise and accurate. The first ground was broken by Professor Patty Smith Hill in the Records for Child Study worked out at Teachers College, Columbia University. As these can be obtained by any teacher interested in them, they will not be discussed here in detail. They include a Daily Report Card, a Yearly Report Card, and a record of Subject Matter. Perhaps in most schools teachers lack time to fill out the Daily



Report Card, but failing that they should try to do so once a week. It may also be objected with justice that these records offer no quantitative description of the mental functions considered and a qualitative description such as they demand can change in meaning with the passage of time, so that measures of progress, in which we are primarily interested, would be unreliable. These records give, however, a program of work and an analysis of the capacities whose development is the kindergartner's main task. Other analyses are possible and doubtless others differing slightly will be forthcoming. The most important abilities, however, for the kindergarten teachers to develop are here included. This analysis, therefore, marks a real step in advance. The breaking up of these vague complexes "good," "intelligent," and the like as applied to children in the kindergarten, into simpler elements is the first step towards more efficient teaching in that field. Only such an analysis of the tasks of the teacher into the elementary habits and attitudes she has to establish in children will lead to improvement in her art. Successful teaching consists essentially in establishing certain mental associations in pupils to the required degree of strength, in the most efficient order and in minimal time and the first stage in progress towards efficiency is knowing specifically what mental bounds are desirable and if Miss Hill had accomplished nothing further the analysis of kindergarten activities would in itself have been a noteworthy contribution.

Akin to Miss Hill's method of recording, but showing interesting quantitative developments is the scheme of Pupil analysis devised by Mr. Eugene Randolph Smith, Principal of the Park School, Baltimore. Mr. Smith uses the Hill Records in the kindergarten and a modified form of these in the first grade. In the second and third primary classes he uses the Park School Primary Progress Report. From the fourth year of the school upwards his scheme of Pupil Analysis includes a valuable type of judgment scale, which with modification, could be applied in the kindergarten. The records obtained by its use are superior to those obtained by Miss Hill's method, inasmuch as they formulate more precisely the degree of attainment reached and so make comparison of achievements and estimation of progress more accurate and more simple. Their essential superiority lies in the fact that they give greater assistance to the teacher in determining at intervals *how much* has been accomplished. But they also make it easier for the teacher to draw distinctions between the amounts of an ability present in any individual. The definiteness of classification refines the teacher's judgment and lessens the real difficulties of judging. The Smith scheme of pupil analysis for these older children involves (1) Physical Measurements of height, weight and the like. (2) Objective Psychological Measurements by the Binet-Simon Scale, (3) Pedagogical Measurements, such as the standardized tests of reading or arithmetic. (4) Measurement of the pupil's intelligence involv-

ing the teacher's subjective judgment, (5) Measurement of the pupil's social and moral qualities involving the teacher's subjective judgment, (6) Measurement involving the teacher's subjective judgment of the pupil's school work. One illustration will serve to indicate the general character of these subjective scales. To estimate the pupil's intelligence the teacher is provided with the following system of classification. Intelligence is analyzed into four elements—initiative or originality, speed of learning, retention and reasoning. These are held to constitute the essential factors in intelligence for children of nine years up. Each child is judged as regards each of these four mental functions on a five-fold scale. Thus taking the first of these traits, originality or initiative, the five steps on the scale are rigorously defined as follows:

- Class 1. Those generally able to start and carry on projects or investigations without suggestions from others.
- Class 2. Those generally able to carry on alone projects or investigations started or outlined by others.
- Class 3. Those who cannot help in group projects or investigations. They may show a higher degree of initiative or originality where they have a particular interest or expertness. For example, a boy whose father is an electrician may show initiative in that field.
- Class 4. Those who show little originality themselves, but appreciate the initiative and originality in others enough to follow their lead or to imitate them.
- Class 5. Those who are almost or entirely dependent in their thinking.

Thus the teacher is able to assign a child to one of the above five steps in the scale for initiative and originality and correspondingly as regards the other three mental traits implied in intelligence. Thus a child's present status as regards intelligence can be represented in a quantitative form and a year hence we can interpret the meaning of that numerical estimate with comparative definiteness and clearness. Thus a child may have as his intelligence grade 2423, which tells us at a glance, when we have had much practice in the use of these scales, what his standing is as regards originality, speed of learning, retention, and reasoning. With certain necessary modifications this scheme could be applied to children in the Kindergarten.

The Smith Scales seem to be better adapted for use than two other forms of scale that exist. In the January number of the Teachers College Record for the current year (1919) a scale for Measuring Habits of Good Citizenship is presented by Siegrid Upton and Clara Chassell. It aims at giving for morals a measuring rod comparable to the Composition Scale or the Handwriting Scale by Hillegas and Thorndike. The results it yields are superior to those obtained by Hill or Smith in the respect that the values

assigned to various modes of behavior and attitudes represent the consensus of opinion of 147 persons, of whom one hundred were educators, twenty-two were specialists in other fields, and twenty-five were parents. It may be questioned, however, whether the added accuracy and objectivity outweighs in value the simplicity and practicability of the Smith Scales. The breaking up of good citizenship into particular attitudes and acts does afford a valuable statement of specific aims, which the teacher would profit by knowing, but the numerical score obtained lacks the clarity of meaning that attaches to the Smith numerical indices. In providing definite aims to work for and a means of determining from time to time how much has been accomplished it is, however, of considerable value. It would necessarily require modification both in the way of omission and inclusion in order to adapt it to children from four to six years of age.

It is likewise questionable whether the Kindergarten teacher could use with profit a modified form of the Army Rating Scale, the second type to which we previously referred. It gives in numerical form the degree in which any officer possesses the five essential qualifications of an officer, namely, (1) Physical Qualities, (2) Intelligence, (3) Leadership, (4) Personal Qualities, (5) General Value to the Service. The rating is made by comparing him in each of these respects with officers of the next higher rank. The scale has in the case of each of the first four traits five steps, to which the following values are assigned, Highest 15, High 12, Middle 9, Low 6, Lowest 3. In the case of the fifth trait the corresponding five steps on the scale have the values 40, 32, 24, 16, and 8, respectively. Thus the maximum possible score is 100 and the minimum possible score is 20. It may be said of this, as of the Upton-Chassell Scale, that while it gives a numerical expression of the degree in which these qualities are present and thus has real value, it seems likely to yield less practical aid than the Smith scheme. It provides a useful means of measuring progress, but the added refinement of measurement seems more than outweighed in worth by the additional labor.

Let us now consider the objective measuring instruments that are applicable in early elementary education. On physical measurements in spite of their importance, it is not necessary for us to dwell. Measurements of height, weight, vital capacity, sensory acuity and motor capacity are undoubtedly of great significance to the teacher and careful records of these she should have at hand. With mental measurements in the strict sense the kindergartner is usually less familiar. These are generally grouped into two main classes—tests of innate ability and tests of specific acquired abilities. In the case of children of kindergarten age, use is commonly made of the Stanford Revision of the Binet-Simon Scale and the Pintner-Paterson Performance Scales in measuring general intelligence. These differ as regards the specific mental functions tested. Thus Pintner and Pater-

son's scale is specifically adapted to those cases in which a test involving language is inapplicable. In general principle they are alike, being based on the idea that the ability to perform certain tasks ripens at certain ages. Binet had worked for fifteen years on the problem of how to discover subnormal children, in order that they might be assigned to a special school, when he hit upon the fortunate notion that the way to discover the degree of intelligence a child had was to compare his achievements at certain assigned tasks with those of normal children of the same age.

It is thus possible by means of these scales to have an objective and relatively accurate measure of a child's intellectual status in terms of age-grade. Just as we attach a significant meaning to the statement that a child is two years below his age in height, indicating that his height is that attained by children on an average two years younger, so we can understand the statement that a child is in mental age two years below that of children of the same chronological age.

An estimation of a child's general mental capacity gives information of great value to the teacher, but she needs more specific guidance and help where a child is failing to make the progress she expects. There is need of measuring rods of specific abilities in such situations. Few tests of this sort are available in early elementary education, but there is no reason why existing tests should not be extended downwards and adapted to children from four to eight years old. Fruitful suggestions for tests come from existing definitions of kindergarten aims and from existing scales. Thus several of the tests included in the Binet-Simon scale could be used as measures of the results of instruction. Binet arrived at measuring innate ability apart from all training, but obviously this is an ideal limit. It is practically impossible to find any ability which is not greatly influenced by the specific experience to which one is subjected. Even in the Binet scale certain tests are repeated at higher ages, such as the Vocabulary test and the Counting test. Binet was seeking a basis for age differentiation. Our object is different, being to measure the results of education. It would seem both possible and profitable to construct scales developed along the lines of the Vocabulary test, the Counting test, the Unfinished Pictures test, the Aesthetic Comparison test, and the Following Directions test. These tests cease to have value for Binet's purpose, as soon as the bare capacity shows itself present. To the kindergarten teacher it is from this point on they become important, as it is one of her aims to increase the intensity and extend the range of these abilities. The kindergarten needs instruments to determine many other capacities besides these. A test of oral description, a test of ability to recognize objects, and a test of tenacity of purpose are only a few among the needed tests or scales that would throw a flood of light upon the dynamic tendencies already established in children and those that yet await formation.

The increased knowledge of the pupil so derived would be invaluable to the teacher! The location of weaknesses and talent would serve to guide her, leading her to adapt her teaching to those individuals with whom she has to deal. Her teaching would cease to be scattered in emphasis and become pointed and specialized. Psychology has shown that improvement as a result of exercise of any mental function depends upon practice with awareness of the good and with a knowledge of results. The definition of the specific aims of kindergarten activities and a means of estimating from time to time the progress achieved, provided by tests of kindergarten processes, would be of great assistance to the kindergarten teacher.

Not that measurement is at its present stage of development an open sesame to success. Tests and scales have their limitations and we should recognize these clearly. They cannot tell us, for example, how great is the student's interest in learning, nor do they of themselves reveal the momentum with which he will continue to learn, nor all the obstacles that he has to overcome in learning. We should not forget also that there are certain difficulties confronting measurement in the kindergarten field that are practically absent in elementary and secondary education. To begin with group measurement will be impossible, but this is rather an advantage than the reverse. It means, however, measurement will take more time. Again it is likely that any measures of progress we obtain and which we believe to be due to effective teaching, will be ascribed by some to maturing of abilities. This need cause no dismay. The fact that at least we are not stunting dynamic tendencies is well worth knowing. Further, it will be difficult for us to establish standards of accomplishment, because of the differing conditions to which children are exposed outside of school. But after all this is only a matter of degree and is true also in the elementary school.

Most important of all is it to recognize that the emphasis in the kindergarten is different from that which is fitting in the fifth grade, or first year high school, and that the uses of tests must accordingly differ. In the former it would seem more important to have children initiating and carrying out projects anyhow, in any manner, economical or uneconomical of time and effort, efficient or inefficient in method of work, rather than performing activities imposed by others by methods imposed by others. In function the child's thinking is as the adult's thinking, an attempt to solve problems in real situations: in structure it must necessarily differ, because the child lacking adult experience lacks the tools and technique that only a wide and varied experience can give. We err in insisting on perfect technique too soon and so quench the problem-solving attitude only too often. We ought to be awake to the possibility of teaching the child short-cut methods, but we need to beware of checking in him the tendency to initiate for himself new methods. This is the core of effective education, the ability to adjust oneself rapidly to new demands. If it be quenched, self-development becomes mere mirage. Not only

so, it endangers a stable life emotionally, too. The unrest that disturbs society to-day is attributed by many competent thinkers to the failure of the modern state to provide for the creative impulses of man. Shorter hours, richer monetary rewards do not seem to bring with them sweet content and solid satisfaction. May not the restlessness of children have a similar source?

Standardized tests and scales, however, are not inimical to the development of initiative and originality. They are tools which may be so misused as to fetter teacher and pupil, but in their essence they can serve their fundamental purposes as effectively as the thermometer serves the doctors.

There never was a time which promised so fair for the teacher of little children as now. The introduction of scientific measurement in education marks an epoch in history, tremendous and significant as the rise of physical science. There were few who grasped the import of the discovery of the experimental method then, and it is equally difficult for us now to realize to the full the magnitude of the event that places for the first time the control of mental functioning in our hands. The development of physical science meant the control of the material world and mental tests will ultimately mean the control of human behavior. This last factor in efficiency to be mastered will probably be most fruitful of all, and it is more and more becoming apparent that there is no period in which that control is more vital and more significant than in early elementary education.

## "THE PRE-KINDERGARTEN AGE—A LABORATORY STUDY"

By DR. JOHN B. WATSON

When I first began to prepare this address I thought that I would familiarize myself with kindergarten problems and try to talk to you on your own grounds. A little consideration showed me that your problems are your own, and I fell back speedily upon the old, sane advice, "Shoemaker, stick to your last!" My own particular field for the past few years has been the study of infants under two years of age. I am bold enough to call this the pre-kindergarten period. While I confess my inability to tell you anything about the kindergarten age, neither do I believe you can tell me very much about the pre-kindergarten age. Hence it seems fitting that we should, from time to time, pool our information. I am sure our interests in the broadest sense are the same, namely, the establishment of methods, principles, and practices whereby we can most speedily and most sanely guide the development of the human offspring.

A few years ago, when I gave a lecture on some of the problems in infant development, I was addressed in the following words by the head of one of the largest institutions for training teachers in this country: "Watson, when you have had as much experience as I have had in training children and teachers you will learn that you can do nothing with a child under six years of age. His education does not and cannot begin before then." If this gentleman is right, I have wasted several years of my life chasing a will-o'-the-wisp. That he is not right those of you who have spent a good many of the years of your life in guiding children under that age, can abundantly testify. Nor do I believe that the kindergarten age begins the education process. You are well aware that you are by no means receiving a *tabula rasa* in each new pupil. Rather, you are being confronted with a very complex organism, somewhat complex from the standpoint of its own inward development, but made infinitely more complex, because parents have given slants and twists to its emotional instinctive and habit capacities which you can with difficulty correct. I have said more than once that I believe I could make or break a youngster in the first four years of its life; that is, without abusing it, starving it or otherwise being cruel to it, I could twist, thwart, over- or under-develop its instinctive and emotional life to such a degree that it would never recover from it. My own experimental studies have driven me to this position and have convinced me that the kindergarten instructor above all others has the

most difficult, and at the same time, the most responsible place in the scheme of education to-day. I have no solution of your problems to present and no educational theories to advance. I think I can, however, point out some new aspects of the difficulties confronting not only you but the parents as well. For if the home could be straightened out the problems of the kindergarten would be greatly simplified.

#### THE CONDITIONED REFLEX

Before entering upon the studies made upon infants in our laboratory at the Phipps Clinic, I wish to take you somewhat afield for a moment and discuss a new experimental concept that must soon become a part of educational theory, namely, the conditioned reflex.

Some years ago it was shown by Pavlov, one of the Russian physiologists, in his studies upon the dog, that many of the bodily mechanisms over which we apparently have no direct control, such as the glands, can be brought under control just as are the muscles of our arms and legs. Since this statement may not be very clear, I hasten to make it concrete by telling you of our own work. We found by putting a small drain tube upon one of the glands of the mouth that we could work upon the intact and normal human being as accurately as Pavlov does upon the operated dog. Suppose we have a salivary gland pouring its secretion out at a regular normal and measurable rate. The normal stimulus to this gland is contact with food or contact with an acid. If we put a few drops of vinegar upon the tongue the activity of the gland is increased by several hundred per cent. This is called the direct reflex. Now the interesting part about our experiment was, that after a time it so happened that when the experimenter merely extended the pipette towards the tongue, the saliva began to pour out; in other words, a condition of secretion reflex had been established—the mere sight of the pipette or acid, instead of the chemical action of the acid on the tongue, now stirred the gland. We see here the reason why food should be savory and attractive to the eye, and why furthermore any painful stimulation or emotional shock at food time is extremely bad, for conditioned reflexes are established not only in connection with the salivary glands, but with the more important digestive glands of the stomach. While we have not been able to show it yet in our laboratory, we believe that the ductless glands which are so important for the emotions, are also conditioned in the same way.

Somewhat later Bechterew found that voluntary muscular movement could be conditioned in the same way. Most of you are familiar with the reflex jerk of the hand or finger when some hot object is touched. We can get this reflex withdrawal by pricking, burning, applying acid to the skin or electrically stimulating it. These are the normal or natural stimuli to reflex withdrawals of any organ of the body. A few years ago one would never have supposed that a bell, a musical note, a color, or the sight of any ordinary object could bring about a reflex of the bodily organs. Bechterew



has shown that such harmless stimuli can be made to produce the same effect as these dangerous, painful stimuli. We have repeated and extended Bechterew's work. Again let us be specific. Suppose my hand lies upon the table with the fingers touching two fine electric wires. At the same moment that some unkind experimenter turns on the electric current and shocks me, he rings a bell or displays some harmless object. The hand is, of course, jerked back. Suppose this should happen several times—if the emotional shock is strong enough, once is sufficient—before long the color, sound or harmless object will produce the same violent reaction that the painful electrical stimulus will produce.

These conditioned reflexes are every-day occurrences in the life of the child and even of the adult. They are not products purely of the laboratory. Already I think you catch the drift of my argument. You can see here a way of accounting for many strange reactions, fears, avoidances, and so on. These are not instinctive but genuine products of training. They belong to nurture, not to nature. But I will not dwell upon this topic further at the present time. I promise to talk of experiments upon human infants. One of my problems was to determine what is nature and what belongs to training. Finding nature so simple, I was forced to look somewhere else to account for much of what we see in infant reactions. My thesis is that the emotional and instinctive equipment of the human child is, by nature, extremely simple. This is not a comfortable thesis, since it is easier and protects us far better as parents and teachers to say, "Well, that's an instinctive trait in this child and we cannot eradicate it." In every-day terms my point is, that most of what we see that is bad in the child is the product of poor home and school training. Without further preamble, I ask you to follow me in some experiments on emotions and instincts, most of which, I now present for the first time.

*The Genetic Study of Emotions in the Child.*—Unfortunately for the subject of psychology, few experiments have been made upon the emotional life of the child under anything like as favorable conditions as obtain in the study of animals. Our observations upon the child are similar to those which were made upon animals before Thorndike and Lloyd Morgan introduced the experimental method. Until very recently, in spite of volumes written upon it, it has been of the armchair variety. The superstition that the human infant is too fragile for study is giving way to a more sensible viewpoint. It has been proven practicable in some laboratories to take infants from birth and to study them from the same point of view that animals are studied, giving due consideration to those factors in behavior which do not appear in animal response. But unfortunately this work is handicapped because there are no facilities in maternity wards for keeping the mother and child under close observation for years, a condition which is indispensable for real systematic work.

*Summary of Positive Results, Early Types of Emotional Re-*

*actions.*—After observing a number of infants, especially during the first months of life, we suggest the following group of emotional reactions as belonging to the original and fundamental nature of man: *fear*, *rage*, and *love* (using *love* in approximately the same sense that Freud uses *sex*).

*Fear.*—What stimulus apart from all training will call out fear responses; what are these responses, and how early may they be called out? The principal situations which call out fear responses seem to be as follows: (1) To suddenly remove from the infant all means of support, as when one drops it from the hands to be caught by an assistant. (In the experiment the child is held over a bed upon which has been placed a soft feather pillow); (2) by loud sounds; (3) occasionally when an infant is just falling asleep or is just ready to waken, a sudden push or a slight shake is an adequate stimulus; (4) when an infant is just falling asleep, occasionally the sudden pulling of the blanket upon which it is lying will produce the fear responses. (2) and (3) above may be looked upon as belonging under (1). The responses are a sudden catching of the breath, clutching randomly with the hands (the grasping reflex invariably appearing when the child is dropped), blinking of the eyelids, puckering of the lips, when crying; in older children possibly flight and hiding (not yet observed by us as "original reactions"). In regard to the age at which fear responses first appear, we can state with some sureness that the above mentioned group of reactions appears at birth.

*Rage.*—In a similar way the question arises as to what is the original situation which brings out the activities seen in rage. Observation seems to show that the *hampering of the infant's movements* is the factor which apart from all training brings out the movements characterized as rage. If the face or head is held, crying results, quickly followed by screaming. The body stiffens and fairly well coördinated slashing or striking movements of the hands and arms result; the feet and legs are drawn up and down; the breath is held until the child's face is flushed. In older children the slashing movements of the arms and legs are better coördinated and appear as kicking, slapping and pushing. These reactions continue until the irritating situation is relieved and sometimes do not cease then. Almost any child from birth can be thrown into a rage if its arms are held tightly to its sides; sometimes even if the elbow joint is clasped tightly between the fingers the response appears; at times just the placing of the head between cotton pads will produce it. This was noticed repeatedly when testing eye coördinations in infants under ten days of age. The slight constraint put upon the head by the soft pads would often result in a disturbance so great that the experiment had to be discontinued for a time.

*Love.*—The original situation which calls out the observable love responses seems to be the stroking or manipulation of some erogenous zone, tickling, shaking, gentle rocking, patting and turn-

ing upon the stomach across the attendant's knees. The response varies—if the infant is crying, crying ceases, a smile may appear, attempts at gurgling, cooing and finally, in slightly older children, the extension of the arms which we should class as the forerunner of the embrace in the act of courtship. The smile and the laugh which Freud connects with the release of repression (we are not denying in the case of adults that this may be true) we should thus class as original reaction tendencies intimately connected, in our opinion at least, from infancy with the stimulation of the erogenous zones.

*Negative Results of Experimental Study.*—Three babies from the Harriet Lane Hospital were put into various situations, the types of which are illustrated below, for the purpose of finding out whether there is a wider range of stimuli that may arouse an emotional reaction than the one we cited a moment ago. These babies represented splendid, healthy types. Their mothers were the wet nurses belonging to the hospital. They were 165, 126, and 124 days of age, respectively. The first two, whose ages are given, were put through the more numerous tests. The experiments given below are interesting for the reason that the babies had never been out of the hospital and had never seen an animal. A summary of the tests on Thorne, a girl 165 days of age, is given below.

A very lively, friendly black cat was allowed to crawl near the baby. She reached for it with both hands at once. The cat was purring loudly. She touched its nose, playing with it with her fingers. It was shown three times. Each time she reached with both hands for it, the left hand being rather more active. She reached for it when it was placed on a lounge before her, but out of reach.

Then a pigeon in a paper bag was laid on the couch. The pigeon was struggling, and moving the bag about on the couch and making a loud rattling noise. The baby watched it intently but did not reach for it. The pigeon was taken out of the bag on the couch before her, cooing and struggling in the experimenter's hands. She reached for it again and again, and failing of course to get hold of it put her hands in her mouth each time. She was allowed to touch its head. The pigeon moved its head about with quick, jerking movements. It was then held by its feet and allowed to flap its wings near the baby's face. She watched it intently, showing no tendency to avoid it, but did not reach for it. When the bird became quiet she reached for it and caught hold of its beak with her left hand.

*Test with a rabbit.*—The animal was put on a couch in front of her. (The child was sitting on her mother's lap.) She watched it very intently, but did not reach for it until the experimenter held it in his hands close to her; then she reached for it immediately, catching one of its ears in her left hand, and attempted to put it into her mouth.

The last animal presented to her was a white rat. She paid little attention to it, only fixating it occasionally. She followed it with her eyes somewhat when it moved about the couch. When held out to her on the experimenter's arm, she turned her head away, no longer stimulated.

*172 Days Old.*—The baby was taken into a dark room with only an electric light behind her, not very bright (faint illumination). A stranger held the baby. The mother sat where she could not be seen. A dog was brought into the room and allowed to jump up on the couch beside her.

The baby watched intently every move the dog made, but did not attempt to reach for it. Then she turned her head aside. The light was then turned out and the dog again exhibited. The infant watched very closely every move the dog and the experimenter made, but did not attempt to catch the dog. Exhibited no fear reactions, no matter how close the dog was made to come to her.

The black cat was then brought in (both lights on). The cat rubbed against the baby's feet and put her front paws in the baby's lap, touching its nose to her hand. The baby watched intently and reached for it with her left hand. The front light was then turned out. The experimenter held the cat closer to her and she reached for it with both hands.

**Rabbit.**—She reached for it with both hands as soon as the experimenter came into the room with it in his arms. The front lights were turned on. The rabbit was held out to her. She reached for it at once with both hands, trying to put her fingers in its eyes. She caught hold of a piece of fur above the rabbit's eye and pulled hard.

**Pigeon.**—The front light was turned out. She reached for the bird with her left hand before the experimenter was ready to present it to her. The pigeon's wings were released and it fluttered violently just in front of the baby's eyes. She continued to reach for it with both hands even when the wings brushed her face. When the bird was quiet it was presented to her again. She reached for it even more eagerly. She tried to take hold of the pigeon's beak with her left hand, but failed because the bird continually bobbed its head. The light was then turned on. The pigeon again flapped wildly. The baby looked at it intently with widely opened eyes, but this time did not reach. She showed no fear however. It was then held out to her again when it had become quiet. She reached for it at once with both hands, held the feathers and tried to put her fingers into its eyes.

**175 Days Old.**—The baby was placed in a small chair and tied in and put behind a screen so that she could not see any of the people in the room. The dog was allowed to walk suddenly around the screen in front of her. She showed no fear when the dog rubbed against her legs. She did not reach for him however. While she was still in the same position, the experimenter held the pigeon in front of her and allowed it to flap its wings. She reached for it with both hands the moment it was presented to her and did not withdraw her hands while the bird was flapping its wings. She continued to reach as the bird was moved out of her range.

The cat was then brought around the screen and placed on the couch just in front of the baby's chair. She did not reach for it, but followed it with her eyes. It was held very close to her. She reached for it with her left hand and touched its head. The cat was then moved away, but she continued to reach for it. Then the cat put its front feet in her lap. She reached with her left hand and followed with her right, touching its ears.

**Rabbit.**—She reached with her left hand at once when the rabbit was still too far away to touch. When it came close to her she reached with her left hand and touched it.

She was then taken to the dark room with both lights turned out and seated in a small chair. A newspaper was lighted before her and allowed to burn in a large metal bucket. She watched it intently from the moment the match was struck until the flames died down. She showed no fear, but did not attempt to reach.

(When tested seven days later with this micturited, but no fear reaction appeared (possibly normal bladder reflex).)

While being tested in the large room for eye-hand coordination, the dog suddenly began to bark at someone entering the room. He was

quite near the baby. He barked loudly and jumped about at the end of the leash. The baby became perfectly still, watching intently with widely opened eyes, but she did not cry.

**179 Days Old.**—She was taken out to Druid Hill Park in an automobile for the first time in her life. She was wide awake the whole time. She was carried rather rapidly through the grounds of the small zoo at the park. The camel was braying and came up to the fence as we approached, rubbing rather violently against the fence, coming within a few feet of the baby. This produced no fear reaction and no constant fixation. She was then taken to the cages containing the cinnamon and black bears. She gazed at them from time to time, but with no constant fixation. We then took her into the monkey house which contained also a large number of parrots and other smaller birds. The monkeys came to the sides of the cage and from time to time attacked the wires. Three or four times they came up and made threatening movements and actually caught the experimenter by the arm. The child did not seem to be in the least afraid. The peacocks were making their rather uncanny sounds within twenty feet of her, but she did not turn her eyes towards the source of the sound. She was then taken back to the camel yard and the camel again 'performed' nicely. Two camels came up to each other and rubbed noses and put their heads over the dividing fence. The baby was within two or three inches of the camel's nose on several occasions, but while she followed the movements with her eyes, she showed no pronounced reactions of any kind. She was then taken to the Shetland pony, who put his nose through the wires and showed his teeth. She was within a few inches of his mouth. Outside of following movements of the eyes, no reactions were observable. She was taken near two zebras. They came to the edge of the fence, within a few inches of the baby. The zebras were possibly followed slightly more intently with the eyes, but there was no other observable reaction. While the baby was watching the zebras an ostrich came close to her and brought its head to the wire, but did not strike the wire violently. During approximately half of the experiment the baby was carried by her mother and the rest of the time by the experimenter's secretary. She had never been carried by this individual before. At times the mother was kept out of the range of the baby's vision.

Baby Nixon, girl, 126 days of age, had just learned the eye-hand coördination. She was put through exactly the same series of situations. Slight differences appeared, e. g., when the cat rubbed its head against the baby's stomach, there was a distinct start, a tendency to stiffen. While the experimenter was out of the room getting the rabbit, three persons were left with the baby in the dark room (dim light). All sitting very quietly. She was being held by a stranger. Suddenly the baby began to cry and had to be given to the mother for a few moments. She quieted down immediately. Again when the pigeon flapped its wings near the baby's face, she gave a distinct jump, but did not cry or show other signs of fear. When the dog was made to bark (lighted room), the baby blinked her eyes at every bark, but gave no other reaction. She smiled throughout most of the situations. She smiled all through the burning of the paper in the dark room.

It is thus seen that this unusual opportunity of testing children's reactions to their first sight of animals yielded few positive results. At least we can say that the older statements which maintain that violent emotions appear must be very greatly modified. Of course it is always possible that the children were too young, but this has not very much weight, since we have tested children from birth through to 200 days.

*Substitution of Stimulus: Attachments and Detachments.*—Under the action of environmental factors (habit influences) situations which originally did not call out emotional response came later to do so. This enlargement of the range of stimuli capable of calling out emotional activity is responsible largely for the complexity we see in the emotional life of the older child and the adult. We obtain some of the clearest and at the same time some of the simplest examples of stimulus substitutions of this type in the animal world. In 1905 the author while working with rats had a small trap-door in the home alley in a maze. The animals in running the final lap would walk over the trap, throw it, and thus shut themselves off in the food box. The trap sank somewhat as the animals passed over it and made considerable noise when released. After running over it once or twice, the animals showed every sign of fear—crouching, trembling, panting. They refused to eat. After two or three more trials, they began to jump the whole trap. The noise and the slight sinking of the trap which so terrified them was thus avoided, *but nevertheless the fear reaction remained*. Even after the trap had been removed and the floor made perfectly smooth, the rats continued for many trips to jump at the old position of the trap, springing over just as though the trap were actually present. Every evidence of fear remained. We see the same substitutions very clearly in the horse. If a horse is violently frightened at a certain point on the road by a terrifying object (a rolling paper in one observed case), it may exhibit the fear reaction when again passing over that part of the road, although the terrifying object is no longer present. A shaky bridge will make a sensitive horse terror-stricken, and this will endure long after the bridge has been made of concrete.

The same phenomenon is clearly observable in children. As was brought out above, they show little fear of animals. If however one animal succeeds in arousing fear, any moving furry animal thereafter may arouse it. In one observed case a child at 180 days had a small dog tossed into its carriage. She became terrified and thereafter showed marked reactions not only to dogs but even to rapid mechanically moving toys. At 600 days she was placed on the floor near her mother and father and two children with whom she had been playing. A very tame white mouse was placed on the floor near her. She watched it for a moment, her lips puckered, she shook slowly from side to side, squirmed, retracted hands and arms, broke into a cry, scrambled to her feet and fell headlong into her father's arms.

The emotional transfers begin very early in life. The following diary of one of the infants under observation in the laboratory is clearly expressive of the process:

**Lee, 67, 80 and 87 Days of Age.**—When first laid on the couch (where grasping reflex was tested) she would smile and gurgle on each of the above dates, but after testing the grasping reflex, she would cry the moment she was put back on the couch. When picked up she would stop,

and when put down she would start to cry. If left on the couch for any length of time, she would stop crying, but if the experimenter approached her or touched her hands with the grasping rod, she would immediately start to cry.

**101 Days of Age.**—She was laid on the couch by her mother. She gurgled and smiled. The mother then took her up and held her for a few minutes and again put her down. Again she smiled and gurgled. The experimenter then tried out the grasping reflex upon each hand. She cried loudly and struggled. As the experimenter first approached her with the rod to make this test she did not cry, but when the rod was put into her hand she began to whimper and actually cried before lifting was begun. After the test the mother took her up and held her until she became quiet. She was laid down but immediately began to cry. The mother again took her up and quieted her and put her down with the same result. Repeated with the same result.

**108 Days of Age.**—The above conditioned reflex did not carry over completely for the week. When her mother first laid her on the couch she did not cry. She was quite restless, however. The first contact of the rod in the left hand caused only a whimper. This became stronger on touching her right hand. She cried outright as soon as the rod was raised and before she had supported very much of her weight.

**115 Days of Age.**—As soon as the mother was seated with the baby in her lap, the experimenter entered the room and tried to put a piece of candy in her hand (earlier tests had been made upon the eye-hand coordination). She began immediately to whimper and then to cry. This in all probability was the carrying over of the conditioned reflex, i. e., the visual stimulus of the experimenter was enough to set off the crying reflex.

The fear reactions we see in the dark, in graveyards at night, at lightning, and in many other definite situations, probably belong in the conditioned emotional reaction class. We would put all of the definite phobias (where the reaction is to a definite situation or object) in this class. Such reactions are more numerous in individuals of the unstable emotional type, and especially among frontier and primitive people where every crackling of a twig or a cry of an animal or shaking of a bough may be fraught with danger.

Rage, likewise, is capable of being attached now to one object, now to another, in an ever-widening series. That is given an original situation that will arouse rage, attachments will occur whenever conditions are at hand for the arousal of conditioned reflexes. An individual hampers the use of the child's arms and legs, constrains it or holds it badly when dressing it (original condition for arousing rage). Soon the mere sight of that individual arouses the rage components. Finally an entire stranger, whose appearance is even slightly similar to that of the first individual, may set off the responses.<sup>1</sup>

<sup>1</sup>The conversation of adults often contains such expressions as the following: "I can't stand that person," "I have an instinctive aversion to one who looks like that." A good many such aversions (avoidance reactions) have their roots in such substitutions.

The transfers or conditioning observed in love are seen to best advantage in the psychiatric clinic. However, such substitutions are seen in every-day life in profusion. The mother who has lost a child may put the same loving care upon the child's crib, clothing or toys that she would put upon the child itself. The man who has lost his wife may exhibit toward his daughter much of the tender and respectful solicitude that he would shower upon his wife. We shall not attempt to enlarge further upon attachments of this type we see in love, since in recent years the subject has received sufficient attention at the hands of the psychoanalytic school.

In general then it seems safe to say that when an emotionally exciting object stimulates the subject simultaneously with one not emotionally exciting, the latter may in time (often after one such joint stimulation) arouse the same emotional reaction as the former. It is probable that conditioned reflexes of the second, third, and succeeding orders are continually arising.

In addition to this sudden type of transfer or substitution which undoubtedly belongs in the class of conditioned reflexes, there are the "attachments" and "detachments" to persons, places and things which come by the slow process of association or habit connection. They probably do not differ in origin from the type just considered except for the increased length of time required for their formation.

This way of looking at the emotions, namely, that in the child they are simple and straightforward; that a few definite stimuli bring them out and that all later complexities we see, such as wrong attachments and detachments, over-development and under-development of the emotions are the products of bad home training, has so far as its experimental grounding is concerned, been largely a product of our own laboratory. Possibly we're not right in our views. If we are right, however, going to a child when it is crying and picking it up and soothing it, handing it something because it is in a rage, smothering it with kisses and fondling it each time it happens to stump its little toe, should be punishable by law. As it is the parents are punished possibly sufficiently without invoking the law. When the first two years are over the infant has become a blue-beard for autocracy. Many times parents have met me with the following statement. (They come sometimes from the mouths of strong, sturdy fathers used to a hard day's work.) "I am nearly dead; I have had two hours with the baby and I am more tired than if I had done a day's work. She keeps me on the jump every minute and she cries if I put her down for an instant." I can hardly refrain from saying, "It serves you right! If you had been content to bring up the child even as normally as you would have brought up a valuable setter dog, it would be an intellectual stimulus to you, rather than an exercise in patience, forbearance and martyrdom." But before some one asks me whether a mother's love is not the most beautiful thing in the world, I hasten to add "Yes," but at the same time I add under my breath, "and the worst for the child."



That is, mother's love in the sense of constant ministration, giving way to the child and fondling it.

But I am on safer ground in the laboratory.

#### INSTINCT

If the emotions are so simple and straightforward by nature when left alone, what can we say about the instincts? I must confess again to being somewhat of an iconoclast. I believe that more mere nothing has been written about the human instincts than about any other subject connected with human activity. In contrast to the volumes of discussion stands the absence of experimental work. I defy any one to point to a single well-grounded experimental study in this field. The tendency has been all through the general discussions of instincts to find in the human child all of the beautiful instinctive patterns we see in animals. Those of you who are familiar with what has been said upon the subject know that most elaborate lists of human instincts are put down. Hence any one attempting to study instinct now goes in with the wrong point of view. He sees in the child's activities examples of instinctive action, regardless of whether that action really belongs to the original nature of the child or to his social surroundings. What we are most in need of is a good orienting study. To obtain this someone will have to go over the development of ten or twelve children from birth to fifteen years, with no particular prepossessions or pet points of view of his own, but using everywhere a rigorous scientific procedure. It is believed when this is done that individuals especially interested in particular phases of instinct, can by additional work, obtain a rich harvest of data which they can apply in every-day practice. I have in mind here that after the orienting study is made the instincts should be further studied from the vocational, social, pedagogical and psychiatric point of view.

I have spent some time in an orienting study of the instincts, but my results are so pitifully meager that I advance my conclusions with a great deal of hesitation. I list here some of the problems which particularly interest me as a behavior psychologist.

(1) Is handedness congenital or merely social? If congenital, will any serious consequences result if left-handedness is changed to right-handedness? (2) Are there important variations in instinctive equipment? May these variations be made use of in the later development of the child? It is believable at least that the positive reactions of the child may from earliest infancy point toward definite vocational interests. His negative or indifferent reactions may be just as important factors. A good deal of popular material has been collected upon this, but little of scientific value has appeared. (3) It is just possible that we may succeed in working out the life history of groups of instinctive activities in such a way that an index may be obtained of the child's normality of development at certain ages, since certain instincts appear haltingly at

first, ripen or develop and then disappear. We know very little about the types and level of behavior the child should show at six months, at a year, and at two years, etc. The Binet scale does not help us. (4) We should know enough about the normal development and functioning of instinct to be able to detect instinct distortions. We should know, e. g., at what point to break or socialize instinct by habit. We mention here nursing, continuance of urine and faeces, etc. (5) Sex differences in instinct—is there a differentiation of activity between the male and the female child, or is the differentiation wholly social (such differentiation, of course, begins almost at birth). This is involved in (2) above. Some material has been collected upon this point, but not under wholly trustworthy conditions of investigation.

#### THE GENETIC STUDY OF INSTINCTS

*Early Sensory Responses.*—A large number of observations has been collected in our laboratory upon the early sensory responses of infants. If the infant's breathing and hand movement are being recorded during sensory stimulation, evidences of sensitivity can be obtained. From birth the infant responds to loud noises, to the tearing of paper and to the scraping of one object upon another. The responses have been partially considered under the emotion of "*fear*"—the catching of the breath, spasmodic movements of arms and legs and the closing of the hand are the responses to be observed. Sensitivity to tuning forks and other musical instruments is not marked. Unless placed very close to the ear or made very loud, no response can be obtained. Similar undifferentiated responses have been obtained by stimulating with different olfactory substances, such as oil of peppermint, asafoetida, butyric acid, ammonia, etc. Most of the responses were obtained from substances which stimulate the fifth nerve, which is a tactual nerve. No very sure results have been obtained from the milder perfumes. Pinching, sticking with a pin, warm and cold objects, twisting and turning of a joint (contact and kinaesthetic) all will produce changes in respiration and in the rate, amplitude and form of the movement curve obtained from the hands. Vision so far has been tested only with respect to the infant's ability to fixate a white light. This occurs at birth. Color sensitivity has not been tested. It can be determined but only with difficulty.

*The First Thirty Days of Childhood.*—Infants often *sneeze* immediately upon being taken from the mother. *Hiccoughing* may begin after the first few hours. *Yawning* has been noted five minutes after birth. *Crying* is also one of the earliest responses. The birth cry occurs at the moment the respiratory centers are stimulated after birth. In some cases it is necessary to stimulate the infant with hot and cold plunges in order to start breathing. The cry often comes an instant after the infant touches the water. The mechanism involved in the *erection of the penis*, *voiding of urine* and *defecation* are functional at birth or very shortly thereafter.

*Tears* apparently are shed within the first few hours after birth. Children, however, often fail to shed tears until several days after birth. Some dates are as follows: *S* showed dampness in corners of eyes after crying on the 13th day; *L* on the 15th, crying with a copious flow of tears on the 34th day. *Smiles* are rare at an early age. Under observation, some first dates are as follows: *S*, 4 days; *O'K*, 7 days; *K*, 8 days; *C* smiled repeatedly on the 28th day. Tickling under the chin and stroking other parts of the body will occasionally bring out a smile. Children at an early age can *turn the head* when placed face down on a pillow. *C*, 30 minutes old, rotated her head in such a way as to leave her mouth and nose free. Several other infants did equally well at 1½ hours of age. *Raising the head* may occur at any time after birth. These head movements appear most clearly if the infant is supported by placing the open hand under the stomach and supporting its back with the other hand. In observed cases, subjects ranging from 2 to 15 days, could support their heads for times varying from one to six seconds. *Hand movements: Spreading of the fingers* and *closing of the hands* occur at any time after birth. *Repeated movements of many kinds are made with the legs, feet and toes.* It is often asserted that babies can cling with their toes, but this has not been observed. *Kicking with the legs and slashing with the arms are almost continuous during active moments from a few minutes after birth.* *Turning over:* Subject *T* at 7 days turned repeatedly from face to back when not impeded by clothing. *Stretching:* Begins very early in life and varies from a mere raising of the arm to a complete stretching of the legs and toes, arching of the back and abdomen, etc.

*Some Instincts Singled Out for Study.* (1) *Nursing.*—If either cheek or the chin is touched lightly, an infant shortly after birth will move the direction of the contact. In deep sleep it apparently disappears. After feeding it is also very hard to elicit. During hunger it is very easy to elicit, the infant often moving with such surprising quickness that it catches the finger in its mouth. Again, if one taps lightly above or below the corner of the mouth of a sleeping baby, the lips are pursed into a nursing position; occasionally the tongue will protrude and complete sucking movements will appear. Children a few hours after birth seem to be able to get the fingers and hands into the mouth. The sucking instinct as a whole seems to be well coördinated by the end of the first half hour. The series of reflexes as a whole is made up of tongue, lip and cheek movements, swallowing being the final link in the chain of activities. Although the evidence is not complete, as yet failure in the ability to swallow is suggestive of retardation. Children born of defective parents seem to have difficulty with swallowing.

(2) *Grasping Reflex.*—Records of tests on approximately 100 babies in Baltimore, ranging in age from birth to 150 days, show that the grasping reflex is present in practically all normal cases. There have been only three or four exceptions found. Not all babies will

support the full weight. Most of them, however, will support the full body weight for a longer or a shorter time and with either hand. Our records from the 20th day are not yet complete, but generous samplings show that the reflex is present in more or less perfect form up to about the 120th day or longer. It seems to give way about the time the eye-hand coördination is formed. In abnormal cases, rickets, mal-nutrition generally, over supply of fat, illness, etc., the reflex is apparently lacking. In one baby born without a cerebrum the reflex was practically perfect up to the day of its death at 18 days.

(3) *Right and Left Handedness.*—This method opens up the problem of testing whether handedness is an instinct or a socially acquired habit. Those babies which will support their full weight on any given day will cling for a longer or a shorter time with either the right or the left hand. A wide series of records has been kept, and a large number of babies has been followed through, day by day, but the application of statistical result shows that there is not any steady predominance in either right or left hand in the time of suspension. The problem of handedness has also been attacked in another way. The baby is laid flat on its back; its hands are attached by means of a linen thread to two pivoted writing levers in practically frictionless bearings. No matter whether the infant moves its hand down or up, to the right or to the left, or to any intermediate position, a vertical tracing is recorded upon a smoked drum. It was hoped by this method to obtain a constantly greater or less amount of activity with either the one or the other hand in a given period of time. In making the test, both the random activity (intra-organically aroused) and activity extra-organically aroused by mid-line contact stimulation, were recorded. The method has not as yet yielded any very decisive results. Although the child is strapped it is almost impossible to keep it lying in such a way that the one or the other hand is not given more or less freedom. Still another method for determining handedness has been tried, namely, the anthropometric one of measuring the diameter of the right and left biceps, the length of the left and right forearms, from the elbow to the second joint of the middle finger. The preliminary report of this method shows that the right bicep is larger and the length of the right forearm is slightly greater than the left. These results probably cannot be trusted. We are thus left without conclusions as to the problem of handedness. In early infancy there is certainly no preferential use. The early habit coördinations too seem to form about as readily with the left as with the right hand, and yet we know that so far as adult activity is concerned, about 96 per cent of individuals are right handed.

(4) *Defense Movements.*—Early defense movements have been rather thoroughly tried out in a large number of infants, but by a very crude method. The nose is lightly pinched and the length of time it takes the child to touch the experimenter's fingers is recorded.

A few sample records are given :

B. 4 days. Hands went up at once and pushed at experimenter's fingers in three seconds.

H. 12 days. Movement started rapidly. Struck experimenter's fingers in three seconds.

BE. 3 days. Right hand struck experimenter's fingers in 18 seconds on the first trial, 2 seconds on the second trial

T. 8 days. Struck experimenter's fingers with the right hand in 3 seconds and with the left hand in 4 seconds. On the next trial, struck first with the left hand in 5 seconds, with the right in 6.

Another interesting defense movement may be noted as follows: If the baby lies on its back, with legs extended and the inner surface of one knee is lightly pinched, the opposite foot is brought up almost with the regularity seen in the reflex frog.

T. 8 days. Left knee pinched. Right heel struck experimenter's fingers in  $\frac{1}{2}$  second. Right knee pinched. Left heel struck experimenter's fingers in 20 seconds. Several abortive attempts were made.

M. Less than one day. Pinched left knee. Right foot struck in 35 seconds. Pinched right knee. Left foot struck in 48 seconds.

H. 5 days. Pinched left knee. Right foot failed to reach experimenter's fingers. When right knee was pinched, the left foot struck in 10 seconds.

These are only samples of a very large number of records. The records as a whole run closely similar to these samples. It will be noticed that we have here an interesting opportunity to study rapidity of habit formations in even the one-day-old infant. Such experiments have not yet been conducted. The pinching is never made severe enough to produce any mark, and there is not the slightest injury or danger in making the experiment. In fact, it may be made to serve as a very useful exercise at the hands of a considerate experimenter.

(5) *Absence of Swimming Movement.*—Some speculation has been entered into as to whether the new-born infant would show coördinated swimming movements. Some definite experiments have been carried out a few minutes after birth. A small galvanized iron tank was filled with water to a height of about 10 inches, and maintained at the body temperature in readiness for the test. After breathing was established, the infant was lowered slowly into the water and supported on the back by the experimenter's hands. Violent expression of fear—a cry, checking of breathing, followed by deeper inspiration and rapid, entirely uncoördinated slashing of hands and feet were all that could be observed. In making the test, the greatest care was used not to let the baby's head sink so low as to allow water to enter the nose or mouth. The infant's behavior is in marked contrast to that observed in certain other young mammals, some of which swim moderately well the first time they are placed in the water.

(6) *Eye Coördination.*—The following type of experiment was made on approximately 20 children at varying ages from birth to

several days of age: The child was laid flat on its back and its head held horizontally by means of two cotton-wool pads. Immediately above the head was fastened a perimeter, the radius of which was one-half meter. A small carriage bearing a light could be made to travel from one portion of the perimeter to another. The position of the light immediately above the baby's eyes was called the zero position. From that position the light could be carried to any desired number of degrees to the right or to the left. The tests were, of course, carried out in the dark room. The light was just bright enough for the dark-adapted observers' eyes to note whether or not fixation occurred. Two observers had to agree that fixation occurred. A few sample records only are given. The times given represent the interval from the moment the light was exposed until fixation occurred:

Infant B, 14½ hours old:

- 10 degrees to the right, 10 seconds;
- 10 degrees to the left, 15 seconds;
- 15 degrees to the right, 12 seconds;
- 15 degrees to the left, 6 seconds;
- 25 degrees to the left, failed in two trials;
- 25 degrees to the right, failed.

In the last two cases, of course, the extent of the eye movement demanded is so great that it was not expected that the child could obtain it.

Infant C, 17 hours old:

- 10 degrees to the right, 15 seconds;
- 10 degrees to the left, 13 seconds;
- 20 degrees to the left, cried and closed eyes in two trials;
- 20 degrees to the left, 30 seconds (after a slight rest in the light);
- 10 degrees to the left, 5 seconds;
- 20 degrees to the right, 12 seconds; the right eye fixated perfectly, but the left did not seem to follow synchronously.

Similar tests with the perimeter swung so that the object would appear in the upper and lower meridians. Naturally the infants do not make these movements so well.

Definite coördination was not found in every case, but in a group of twenty or more infants, selected at random, one infant 17 hours of age, and one other that never could be kept awake long enough to make the tests, failed to give positive results. In many cases the infants would go so fast asleep that the tests on any given day would have to be abandoned.

We thus see that the child at birth has a well developed eye coördination; that we are dealing here with a native and not with an acquired mechanism is shown by the fact that during the few hours before the experimental test was conducted, they had little opportunity in their darkened room to form habits of fixation. The fixation of peoples' faces and definite objects in a well-lighted room

occurs at a much later date; at just what date has not been determined upon any large number of children.

(7) *Blinking*.—Blinking, which may be considered a part of the general avoiding movements, and which in older children and adults is followed by the backward throw of the head and preparatory movements for stepping backward, is not present at birth. A number of children has been consistently tested for the purpose of determining its incidence. Some random examples are given here:

- S. 174 days, perfect.
- W. 72 days, absent.
- Y. 47 days, absent.
- B. 55 days, absent.
- Y. 75 days, slightly present.
- B. 83 days, present on half of the tests.
- F. 124 days, present.

Lee, one of the youngsters most carefully tested, blinked twice on the 87th day; would not blink on the 127th day; on the 129th day blinked on the first two stimulations, but failed on the next four. On the 136th day, blinked at every stimulation, eight times. Thus in her case blinking was not firmly established until the 136th day.

The earliest the reflex has been noted is 55 days. It seems to vary as a rule between 75 and 120 days, although this has not been very accurately determined. There seems to be, too, a developing or ripening period.

(8) *Crawling*.—Whether crawling is a genuine pattern instinct is, we should say, somewhat doubtful. Our results again are not as yet secure. If an infant from birth is put down upon a thin mat, fastened tightly to a table top, it will at the end of ten minutes have slightly changed its position. Very shortly after birth a *regression* of as much as four inches has been noticed. Long before anything like the coördinated movement of legs and arms that are so necessary in the complete set of crawling movements occur, slashing movements of legs or arms or of both will throw the infant's trunk to the right or to the left. Systematic tests were begun upon L at 87 days of age. The method in general was, as follows: A single cotton blanket was stretched tightly to a table top. A small piece of wood was then pushed up against the feet. In a minute or two she had pushed this away as far as the toes would reach. This position was then marked. A piece of candy was put in front of her face. On the 87th day, "climbing" movements with the legs were fairly well coördinated. The right leg would struggle forward and then the left; then one or both would be kicked out. The hand and arm movement showed no coördination. No advance was shown up to the 115th day. Definite progress was noted on that day in the use of the arms. There was some slight use of the elbows. The fore part of the body was considerably raised. From the 87th day on, the head was well raised for the first two or three minutes. It would gradually sink down. On the 115th day, she made a forward progress of two inches in nine minutes. Circus motions were pres-

ent, and the body would be rocked from side to side. This rocking movement seemed to net the gain rather than the progressive movements of the legs and arms. On this date for the first time, she grasped the blanket ahead of her and apparently pulled herself slightly forward. Even on the 220th day crawling was not much further advanced, although she had been tested every week from the 87th day. At that time the experiment had to be discontinued. (The mother reports that one week after the above date this baby began to crawl, and during that week she learned to pull herself up by holding on to objects.) Subject *H*, at the end of 163 days, had made little more progress. *T*, a fine, well-developed baby, at 182 days had not learned to crawl, although on that date she had learned to stand alone, supporting herself on the bars of the crib after her mother had helped her up. *F*, another well-developed baby, up to 131 days had not made the slightest effort to crawl. When placed upon the mat he would usually lie still, with head resting on the table and with the left cheek down. Feet and arms were sprawled out. *H*, the son of one of the instructors, was watched very carefully for the first ten months of his life. On the 280th day, the infant took hold of a side of its bassinet and raised itself to its feet for the first time. This he practiced incessantly for a week, standing for as long a time as he could, then sitting down to rest and then repeating the process. This general method of reaching out for an object, pulling himself up to it if it were fixed, standing up, sitting down, reaching out again, gave him a method of locomotion, but he did not crawl in the ordinary sense. When placed on the floor in the crawling position on the 284th day, he began to twist and turn, to sit up and roll over, and to go through any movement which would produce locomotion, except crawling. Crawling in this child was never an instinctive process. Two other children of my colleagues never crawled in the ordinary sense of that term. *N* had a system all her own. Locomotion was effected practically by the use of her left arm, which she very speedily learned to use without making circus movements. This endured up to the walking period at 380 days. *J* adopted a most curious and unusual method of locomotion. He would sit up, put his hands forward on the floor and would slightly raise and slide his body along. He would come to a rest and again reach out his hands and repeat the process. He became very adept in this, moving at no mean speed. His success probably delayed his walking, which did not take place until he was 510 days of age. Even after learning to walk, when he was in a hurry he would resort to the more primitive method of locomotion. While we do not affirm that crawling may not have a definite time of appearance, and that it is not a definite instinctive pattern in some cases, we are prepared to affirm that it is *not* anything like as prevalent an instinct as is commonly supposed. Walking has not yet been brought under observation in our laboratory.

(9) *Positive and Negative Reaction Tendencies.*—The method



of making tests on this very important subject is to establish, first, the eye-hand coördination. This was done usually by means of a stick of old-fashioned, red-striped peppermint candy. When this was established perfectly, the infant was offered a series of objects to which it had not reacted before. Some test cases are given: *L* completed eye-hand coördination at about the 129th day. She reached for stop watch, dark ink eraser (136 days), pipette with red bulb and with candle (150 days). The reaction to the candle was most pronounced. She held out both hands for it and reached out as far from her mother's lap as was possible. She was tested with a round metal ball and reached for it immediately. Attention has already been called to the fact that this child reacted positively to small animals. On the 169th day she was tested for the presence of the washing or wiping reaction (so-called instinct of cleanliness). We first rolled up a ball of library paste, making it just as sticky as possible. After it had been warmed in the experimenter's hands it was offered to her on a piece of paper. She took hold of the edge of the paper with both hands, but did not roll the paste down to her hand. The paste was then held out to her between the experimenter's fingers. She caught it at once with both hands and carried it to her mouth. She was checked and her hands were washed. She repeated the reaction on the next trial. On the third trial she *manipulated it with her fingers*, fixating the process with her eyes very continually. She did not attempt to put it into her mouth. With one piece in her right hand, she reached out for an additional piece with her left hand. There was not the slightest tendency to wipe off her fingers and hands. A cake of wet soap was next offered her. She reached for it with both hands. She rubbed her fingers up and down on it and tried hard to grasp its slippery surface. She reached, head forward and downward, and tried to get her mouth to the soap. She tried hard to grasp it first with the right hand, then with both hands, and made peevish, querulous sounds when she failed to get hold of it. There was not the slightest avoiding tendency, or wiping or washing tendency present. A large bunch of cotton wool was held out to her. She reached for it first with the left hand and then with the right, smiling as she stroked it. She reached for it repeatedly. A smooth, thick piece of glass, a lens without mounting, was held out to her. Her reactions to it were much like those made to the soap. Positive reaction tendencies were observed to an electric light bulb and to many other small objects. She played with a bunch of violin bow hairs in much the same way that she had played with the cotton wool. In her case at the ages studied, it will be seen that practically no avoiding tendencies were instinctive. We can summarize, as is generally done, and say, that once the reaching coördination has been formed, infants respond positively to nearly all small objects which are given a high stimulating value by moving them.

No definite avoiding tendencies have been noted at this age,

weakest and the undesired children were common, and slavery was the best that orphan and dependent children could, as a rule, expect.

*Under Christianity:* With the advent of Christianity a new emphasis upon the value of every human life as such is expressed in familiar passages like these: "Ye are of more value than many sparrows and not one of them fallest to the ground without your Father." "It is not the will of the Father that one of these little ones should perish." "Pure religion before God and the Father is this to visit the widow and the fatherless in their affliction." Hence as Christianity gained ascendancy in Europe, the death and slavery ideals of the ancient world became modified by the Christian and Hebrew ideals of the worth of the individual. These Christian ideals resulted in the care of the handicapped child, as of the other poor, in connection with the church, the monastery, and the foundling asylum. When we remember, however, the unhygienic habits of life of all people, and the lack of scientific knowledge of disease up to our own day, it requires no stretch of the imagination to picture an appalling death rate among the handicapped children thus provided for by the doles and institutions of the church. For example, in the year 1756, in the report of St. James Parish, London, a foundling hospital, under the care of this parish, boasts that it lost only 75 per cent of its children annually, and in the last two decades in America the death rate of 95 per cent has not been unknown in some of our foundling asylums. The bare statement of such facts is sufficient to show the appalling difference between the Christian ideal of the worth of a human soul and the realization of an implied ideal as to a long and healthy life upon earth of the children themselves.

*Under Feudalism:* As slavery, considered as an economic system, gradually gave way to feudalism, there was theoretically a place for every dependent child in connection with the Manor, although the actual standards of care in this feudal relationship were doubtless little, if any, higher than under slavery.

*In Elizabethan Times:* With the enclosure of the common fields and the development of private ownership of land and the wage system of labor, this obligation upon each feudal unit to care for its own handicapped children, passed away. It was, therefore, no accident that at the time of Elizabeth, the necessity for some organized public care of handicapped children was forced upon the English people. The public provision for the care of these children, as everybody knows, was the mixed workhouse, or the almshouse, as we call it in America. This mixed almshouse system was transplanted to America, and from the earliest Colonial times even up to the present day, handicapped children have been found within its walls. A picture of one of these mixed almshouses, which is not wholly out of date in many of our American states at this moment, was given in 1834 in England, as follows: "The workhouse was commonly found to be occupied by sixty or eighty paupers, made up of a dozen or more neglected children (under the care, probably, of a pauper),

about twenty or thirty able-bodied adult paupers of both sexes; and probably an equal number of aged and impotent persons, proper objects of relief. Amidst these the mothers of bastard children and prostitutes live without shame. To these may often be added a solitary blind person, one or two idiots, and not infrequently are heard from among the rest, the incessant ravings of some neglected lunatic. In such receptacles the sick poor are often immured."

The removal of children from almshouses has followed two main lines of development; first, into industry; second, into other specialized institutions. For example, in England with the development of the factory system of manufacture, the collection of destitute and neglected children in the almshouses was early taken advantage of by the factory owners who took over from the overseers all the children of many almshouses and used them in their factories for the purpose of exploiting their labor. The abuses of this exploitation of the children of the English almshouses in the city of Manchester led to an inquiry by the health authorities of the city, which in turn resulted in the enactment of the Health and Morals of Apprentices Act of 1802. This act demanded for apprentice children the following standards: "Only twelve hours a day; night work to be discontinued; apprentices to be instructed in reading, writing, and arithmetic; one suit of clothing a year; separate sleeping accommodations for apprentices of different sexes, not more than two in a bed; church attendance at least once a month." This act has been followed by the long line of the so-called factory and child labor legislation, leading up to our present United States law, taxing interstate commerce in goods made by child labor. The second line of development or rescue of children from the almshouses in America has been as follows: One after another the orphan, the blind, the deaf, the crippled, the epileptic, and the feeble-minded have been taken out of the mixed almshouses in groups and placed in institutions designed especially to care for each type of handicapped child. This process of segregation has been going on since the beginning of the nineteenth century and is still incomplete. The period of its maximum intensity was 1875 to 1900. Devoted and inspired men and women are found who have throughout the century championed one and another group of these unfortunate children. For example, we have in the city of New York the life of Mrs. Alexander Hamilton, who helped to found the New York Orphan Asylum Society in 1806, in order to care for the children of widows who appealed to her and other founders of the asylum, to save their children from the mixed almshouse or the street, which were the only alternatives for care in New York City at that time. Mrs. Hamilton and other members of her board continued for terms of twenty-five, and in some cases, nearly fifty years of devoted service to this asylum.

Again we have the romantic figure of Samuel Gridley Howe, who spent some three years immediately after leaving college, fighting a guerilla warfare in Macedonia and Turkey in behalf of Greek

liberty. After his return from Greece we find this bold crusading spirit bandaging his eyes for several days at a time, in order that he might more keenly realize what blindness meant to a child, and he then founded the first institution for the blind in America, The Perkins Institute for the Blind in Boston, with four children under his personal care. After he had shown what could be done with blind children, it is told of him that he took a little group of them with him and appeared before numerous legislative bodies of other States, in order to show what blind children could learn when properly taught. The effect of these exhibitions upon the legislators is naively recorded in these words, that frequently they passed bills for establishing institutions for the blind of their own States "almost before their tears were dry."

A similar championship of the deaf was shown by Thomas Hopkins Gallaudet, who, after a visit to Europe to study the methods of teaching the deaf in England and France, founded the first institution for the deaf in America at Hartford, Conn., in 1817.

This process of founding and developing special institutions for all of the specially handicapped classes of children of the community, as well as of the almshouse, absorbed a large proportion of the time and energy of the persons especially interested in the welfare of children until near the close of the nineteenth century. During the last quarter of this century, however, there grew up slowly a great number of organized efforts in behalf of children that were based upon a different conception of child welfare from the conception which led to the founding of the institutions for the specially handicapped classes. I refer to such movements as the following, and these activities are significantly referred to in common speech not as "systems" but as "movements": the child labor movement, the compulsory education movement, the juvenile court and probation movement, the infant welfare movement, the medical examination of school children, the social hygiene movement, the manual training and domestic science movement, the vocational guidance movement, the club and community center movement, the recreation movement, the big brother and big sister movement.

Now what do these activities, respecting children, all mean? First, this century-and-a-quarter-long fight for factory and child labor acts; second, this segregation of successive groups of handicapped children out of the almshouse and into special institutions; third, this great number of social movements in behalf of children.

Whatever else they may mean they surely mean this—that each movement in behalf of children that has drawn to itself the thought and work and the money of big-hearted and able men and women is concerned with a phase—or stage—or condition of child welfare that is of vital and permanent concern to all children, not merely to specially handicapped children. These movements mean that all the children hereafter, whether in their own homes or not, whether spe-

cially handicapped or not, must increasingly have the benefit of these movements.

For example, the infant welfare, the children's year, the physical diagnosis, the physical education, the social hygiene, and the malnutrition movements, each one separately and all together, mean that the health of all children can in future be neglected by any institution or agency only at its peril.

The recreation movement means that play is a sacred birthright of all children and can be taken from any child only by personal or community robbery.

The manual training movement, the vocational guidance movement, the mental diagnosis of school children movement, and the child labor movement, mean that to deprive a child of individualized and purposeful activity for useful ends is an educational blunder; and to stunt his body and mind with premature and exhausting and unsuitable toil is a crime.

The probation movement, the Big Brother movement, and the Big Sister movement mean that there is love enough in the world to go around so that every handicapped and lonely child can have his share. They mean that all custodians who fail to connect each child with a real lover must answer for it to the community.

The Boy and Girl Scout movements and the Camp Fire Girl movement, and certain religious movements among the young mean that there is a spirit of service and of beauty and of aspiration to something higher than themselves in the young adolescent, that if permitted and guided, will lift children who are without handicaps, and even crippled, blind, deaf, homeless, and delinquent children, toward a higher life and better citizenship.

These movements, taken as a whole, mean that there is a new spirit in the world that will champion the cause of all children, whether specially handicapped or not. They mean that not only is there a minimum wage ideal in the world and a national minimum ideal in the British Labor Party, but there is a child-welfare minimum ideal in our democracy that will make that democracy worth saving by insisting that every child must have his full human individualized chance. And of a necessity do these movements mean that all the children in the old familiar classes, handicapped by homelessness, blindness, deafness, neglect, wayward tendencies, yes even those handicapped by mental defect, are to have their full share in this national child-welfare minimum.

In short, whatever else these manifold child-welfare movements mean, they surely mean at least this much, that the child-welfare minimum for every child must include health, play, adjusted work, individualized education, love, beauty, and spiritual guidance.

As was stated before, all this is implicit in the nature and inherent needs of childhood, and is also implicit in all that has been done for the specially handicapped throughout the past. We have persistently tried to care for actual children whose concrete bodily

sufferings have been seen and felt most keenly. Our century long efforts to care for dependent, neglected, defective, and delinquent children have all the time implied the ideal of a child-welfare minimum for *all* children, but we have been so busy trying to overcome separate and specific handicaps that we have not clearly seen the implication. For example, the orphan asylum implies that every child should have a real home. Special institutions for the deaf imply that all children need ears that can hear. Institutions for blind children emphasize the need of all children for good eyes. To protect children against cruelty and neglect implies that all children ought to have loving care and sympathetic discipline. To forbid persons to employ children at exhausting work for long hours implies that all children need constructive work conditions adjusted to their strength. To punish parents for keeping some children out of school implies that all children ought to have an education, and so on.

During these last twenty-five years we have been coming more rapidly to a recognition of all these implications, and that our task for each child is not merely to remove one handicap, but to give that child positively all the conditions of activity and growth that will help him to come to the maturity possible to him as a human being, and to his possible usefulness as a citizen in the community.

*Some attempts to state these minimum standards:* One of the first that I have found, and a classic in its way, was made by Charles W. Birtwell, of the Boston Children's Aid Society, in his annual report for 1888-89. He had in mind destitute, neglected, delinquent, and defective children, but it applies to all children. His statement was, "Our methods have not been lightly chosen or advised. To the children of ill-luck or ill-fate—God's children still—we bring, but not in vain, the things that make for human character and happiness,—opportunity, education, employment, religion, respect, friends, pure home-life, love. Life ought to be worth living to all; how it may become so is the social problem."

Twenty years later in the so-called White House Conference on Dependent Children of 1909, held at the invitation of President Roosevelt, a semi-official consensus of opinion of child-welfare workers from all over the United States, was formulated in fourteen resolutions. These deal principally with the methods by which destitute and neglected children should be cared for, and so far as minimum standards of welfare are concerned they assume that whatever normal children get the handicapped child should also get. Condensed, these resolutions were:

1. Home Care—Children of worthy parents or deserving mothers should, as a rule, be kept with their parents at home.
2. Preventive Work—Society should endeavor to eradicate causes of dependency, like disease, and to substitute compensation and insurance for relief.

3. Home Finding—Homeless and neglected children, if normal, should be cared for in families when practicable.
4. Cottage System—Institutions should be on the cottage plan, with small units as far as possible.
5. Incorporation—Agencies caring for dependent children should be incorporated on approval of a suitable board.
6. State Inspection—The State should inspect the work of all agencies which care for dependent children.
7. Inspection of Educational Work—Educational work of all institutions and agencies caring for dependent children should be supervised by State educational authorities.
8. Facts and Records—Complete histories of dependent children and their parents should be recorded for guidance of child-caring agencies.
9. Physical care—Every needy child should receive the best medical and surgical attention, and be instructed in health and hygiene.
10. Coöperation—Local child-caring agencies should coöperate and establish joint bureaus of information.
11. Undesirable Legislation—Prohibitive legislation against transfer of dependent children between States should be repealed.
12. Permanent Organization—A permanent organization for work along the lines of these resolutions is desirable.
13. Federal Children's Bureau—Establishment of a Federal Children's Bureau is desirable, and enactment of pending bill is earnestly recommended.
14. Suggests special message to Congress, favoring Federal Children's Bureau and other legislation, applying above principles to District of Columbia and other Federal territory.

And these fourteen resolutions are still further condensed in the following statement; the preceding suggestions may be almost completely summarized in this: That the particular condition and needs of each destitute child should be carefully studied and that he should receive that care and treatment which his individual needs require, and which should be as nearly as possible like the life of the other children of the community.

There was no suggestion of what other children ought to have, but you cannot separate the welfare of the handicapped from that of other children.

The statement of the White House Conference that there should be a Federal Children's Bureau was later realized and, under the direction of this bureau, the movement or the effort to develop and express minimum standards of child welfare has been ably and vigor-

ously pushed by the director, Miss Julia Lathrop. She has given special attention to the problem of birth registration, pre-natal care of mothers, the care of infants, and the health of children of the pre-school age. She has also given special attention to the problem of children of unwed parents, and is making a thorough study of the Juvenile Court and Probation movement in the United States. Her effort in behalf of the health of children took the form in 1918 of an effort to secure the weighing and measuring of babies, to be followed by instruction in their care given to the mothers over the whole territory of the United States. While the primary emphasis during this children's year was on the health of the children, problems of school attendance, child labor, and recreation were likewise emphasized. During the year 1919, Miss Lathrop, with the expressed approval of the President of the United States and with the co-operation of the Federal Committee of Labor, has visited Europe and invited to America representatives of child welfare and other forms of social work from France, England, Belgium, Italy, and Serbia. With the help of these foreign delegates and with the help of child welfare workers in New York, Boston, Washington, Chicago, Cleveland, San Francisco, and Seattle, Miss Lathrop has been holding conferences for the express purpose of formulating in the most authoritative way possible our present conception of Minimum Standards of Child Welfare. The process by which this formulation has taken place has been to call together at Washington selected child welfare experts in three groups; one devoted to the health of children, one to child labor and school attendance, and one to problems of handicapped children. A committee from each of these groups—three separate committees—drew up Minimum Standards of Child Welfare. These formulations are being submitted to much larger numbers of child welfare workers in each of the cities where regional conferences are being held. The Washington formulation of standards, after being modified by the criticisms of the regional child welfare workers, will be redrafted and published as the final expression of the Minimum Standard of Child Welfare of the social workers of the United States.

The fundamental idea underlying all of these standards is that the individual potentiality of each child, whether handicapped or of normal opportunity, shall be discovered and developed. In a word, they all boil down to this brief statement of standards, both for the normal and the handicapped child.

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## MINIMUM STANDARDS OF CHILD WELFARE

### I

#### For the Normal Child

1. A hygienic heredity.
2. Childhood in a sanitary dwelling.
3. Membership in a family receiving a living wage.



4. The vacuity of leisure filled with opportunities for wholesome individual and group play.

5. Work adjusted to strength and chosen for educational effect upon the child.

6. An education that progressively reveals the capacities of the child and helps him to make conscious use of his powers in the world's work.

7. To be taught from childhood the purest social and religious ideals of his own race and faith.

## II

### For the Handicapped Child (In Body, Mind, or Social Status)

To have all that the normal child ought to have, plus help to overcome or to endure his handicap.

## III

### For All Children

A public opinion that will support a program that considers childhood as an opportunity for investment and not as an asset.

Or to summarize in another way the stages which our child welfare standards have passed through since the Greek and Roman era, may be described as follows:

First. The Greek and Roman stage—the child is weak, dependent, handicapped—let him die or become a slave.

Second. The medieval—almshouse and early congregate institution stage, modified by Christianity,—the child is weak, dependent, handicapped, but divine and immortal; therefore save his soul and keep his body alive if you can without too much trouble and expense, but let him work hard and be a servant.

Third. The family care and cottage institution stage—the child is weak, dependent, handicapped, but essentially human—give him just what every normal child has without much individual discrimination.

Fourth. The dawning discovery and realization of individual potentiality stage—the child is weak, dependent, essentially human, but undiscovered and handicapped; therefore give him all that any child ought to have, plus whatever he needs to help him to overcome or to endure his handicap.

To the realization of this child welfare minimum for all children your life-long championship and mine should gladly be offered.

"Say not the struggle naught availeth,  
The fighting and the wounds are vain,  
The enemy faints not, nor faileth  
And as things have been they remain.

If hopes were dupes, fears may be liars,  
It may be in yon smoke concealed,  
Your comrades chase e'en now the fliers,  
And, but for you, possess the field.

For while the tired waves, vainly breaking,  
Seem here no painful inch to gain,  
Far back, through creeks and inlets making  
Comes silent, flooding on the main.

And not by Eastern windows only,  
When daylight comes, comes in the light,  
In front, the sun climbs slow, how slowly,  
But westward, look, the land is bright."

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## UNIFYING WORK OF THE PRIMARY GRADES

By BERTHA BARWIS

Our problem in Trenton for the past three years or more in our elementary grades, considering kindergarten as the first, has been and is still to work out a scheme unifying the so-called arts-reading, writing and arithmetic, with the child's social experiences and native interests. By this unification the child is educated in a natural wholesome way, free from restraint and formalism and at the same time a normal relation between the primary grades is created.

At the outset a definite schedule in the outline, not a program, was prepared for the first three grades, similar in character. It was not to be rigidly followed but to be used as a help in planning work so as not to neglect in any way the formal subjects of the curriculum while attempting to organize a freer and more natural program for school activities. All plans have been most flexible, arranged so as to give the children plenty of opportunity for discovery of their own ability and employment upon their own initiative. In preparing programs, each teacher has asserted her own individuality. Definite plans though very general in scope have been made. These plans are carried over for some time, some for two weeks, others a month, etc. After the day's work, children's responses are noted in the plan book in red ink, so as to distinguish what was planned from what actually took place. These responses help the teacher in continuing the work along the line of the children's interests and development. The three considerations which have guided the teachers in arranging programs have been—first, the child's experiences; second, the formation of right habits needed for daily living; and third, the main characteristics of the period from four to eight years of age. Through the appeal to the native interests of children as play, construction, imitation, etc., the teacher by observing, guiding, and controlling helps the children form habits of independence, self-direction and social coöperation in their work and play; these habits being the ones needed in social life, in school and out of school.

Realizing that we were preparing the children for right social living in a democracy, it was necessary to change at once the organization of the classroom procedure from the traditional autocratic one to an organization founded upon *liberty free from license*. The same time-worn criticisms were offered by many when we began, "there will be no discipline where there is freedom". Our answer was and is still—real discipline is the control of one's self, and one grows in the formation of a habit only by exercise in that habit.

A child must put forth effort himself if he is to grow in habits of independent action.

The children in all grades are free to carry out a play problem just so long as it does not infringe upon the rights of others. When the action of any child leads to the infraction or violation of this law, the teacher with the help of the group endeavors to make clear to the erring individual that his ability is restricted immediately when it interferes with another's rights. Our experiences in Trenton have taught us that in no other way can a child learn to sacrifice personal interests for the welfare of the group of which he is a member. Co-operation, fair play, justice are the characteristics needed for life in a democratic country, and they can not be acquired if one is never subjected to temptation, but continually watched and told what he may or may not do.

Freedom in the class room to us does not mean for the children to do exactly as they please, but only as they please to do what is right. As teachers we respect the law that right makes might and not that might makes right. The social virtues are taught by words of approval, sacrificing of personal pleasures, and by receiving admonition of classmates.

Believing what James Russell Lowell has so well stated that "nothing is more natural for people whose education has been neglected than to spell evolution with an initial r", we have worked to make the transition from a rigid type classroom to one of more freedom very very gradually. No teacher has been forced or coerced into changing her methods of procedure. She has been allowed to assert her own individuality at all times. As a supervisor, I may say I have endeavored in teachers meetings and individual conferences to convince each teacher of the validity of a freer organization.

The school projects attempted in each grade have grown out of the daily life experiences of the children. All subject matter has been centered about these interesting activities as learning is more easily acquired and retained when it is obtained in a manner which gives personal satisfaction. The activities pursued in each grade are coöperation and individual plays and games, constructive activities, social experiences which involve reading, writing and number naturally. Plenty of opportunity has been provided for excursions and walks so as to widen and enrich children's experiences. All unsupervised recess periods have been abolished and physical education and hygiene have been stressed by teachers of each grade. Materials presented for stimuli in calling out initiative and purposeful activity and to exercise responsibility have been the same in the kindergarten, first and second grades.

The following materials have been used:

1. blocks, large and small
2. wood, old boxes, etc., work bench and tools
3. sewing materials
4. paper for construction, decoration, writing and drawing
5. clay
6. books, pictures and readers
7. pictures-mounted
8. toys
9. housekeeping materials
10. piano, victrola
11. playground apparatus
12. spelling boards, letters, printing presses
13. puzzles
14. balls, bean bags

A free and happy atmosphere has pervaded both grades alike so that it is impossible in some schools to tell which is kindergarten, first or second grades on entering a room equipped with movable furniture.

Certain administrative reforms have been brought about which seem necessary for proper relation between grades. Our classes in all primary grades average 35 pupils and we are hoping to make these but 30 in the future. This provides opportunity for the teacher to give more attention to individuals, and, although the equipment is not the same in the grades as in the kindergarten, it has in no way impeded the efforts of the grade teachers. We are planning to have all our first grades equipped with movable furniture next year and the second grades the year following. With this kind of furniture a natural relation exists between teachers, children and school-mates. The teachers of all the primary grades have been placed on the same salary and time schedule. Conferences of all teachers kindergarten, first and second grades are held for the discussion of problems relating to primary work. The kindergarten association affiliated with the International Kindergarten Union has changed its name to Primary Association so as to include all primary teachers in its membership. Systematic visiting by the teachers in the grades preceding and following their own has been followed. Some kindergarten teachers are now teaching in the first and second grades.

At the end of the school year every teacher in the kindergarten sends with each child promoted a record of his progress in habits, attitudes and subject matter during the year. She also furnishes a list of experiences, songs, stories, games, reading and number material which have been presented to her class.

The stereopticon pictures will make more clear how the scheme for unification worked out in practice. The details of the work will be explained in connection with the pictures.

While we have in no way reached our ideals in primary work, we have proved to our satisfaction that the coördination of grades

is a very simple thing after all, if one only heeds the advice of Emerson that "God offers to every mind its choice between truth and repose—You may have one or the other, but not both". As teachers we dare not choose *repose*, although we are hampered by tradition and poor equipment in our public schools, but now in this after-war period it is most opportune and urgent that we make every effort to fight for the "truth" in educating the young child in order that he may grow in self-control, independent in thinking and action. These are the attributes necessary to make him a good citizen in a democracy.

If we

"Get but the truth once uttered, and 'tis like  
A star; new born that drops into its place,  
And which once circling in its placid round,  
Not all the tumult of the earth can shake."

Action of I. K. U. relative to the incorporation of the organization.

On Saturday, May 24, 1919, a certificate of incorporation was prepared and executed as follows:

CERTIFICATE OF INCORPORATION  
OF THE  
INTERNATIONAL KINDERGARTEN UNION

We, the undersigned, Lucy Wheelock, of Boston, Mass.; Annie Laws, of Cincinnati, O.; Patty S. Hill, of New York City, N. Y.; Mary C. McCulloch, of St. Louis, Mo.; Catharine R. Watkins, of Washington, D. C.; Stella L. Wood, of Minneapolis, Minn.; Almira M. Winchester, of Washington, D. C.; Grace McP. Janney, of Washington, D. C.; Mary C. McFarland, of Washington, D. C.; Mary D. Henderson, of Washington, D. C., and Ellen C. Lombard, of Washington, D. C., a majority of whom are citizens of the District of Columbia, for the purpose of forming a corporation under Sections 599, et seq., of Sub-Chapter III, of the Code of Law for the District of Columbia, do hereby make, sign and acknowledge these presents, and do certify:

1. The name or title by which such society or corporation shall be known in law is: INTERNATIONAL KINDERGARTEN UNION.

2. The term for which it is organized is perpetual.

3. The particular business and objects of the society or corporation are: To gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active co-operation all kindergarten interests, to promote the establishment of kindergartens, and to elevate the standard of the professional training of the kindergartners.

4. The number of directors for the first year of the existence of the society or corporation shall be six (6).

In testimony whereof we have hereunto set our hands and seals at Washington, in the District of Columbia, this 24th day of May, 1919.

LUCY WHEELOCK	(SEAL)
ANNIE LAWS	(SEAL)
PATTY S. HILL	(SEAL)
MARY C. MCCULLOCH	(SEAL)
CATHARINE R. WATKINS	(SEAL)
STELLA L. WOOD	(SEAL)
ALMIRA M. WINCHESTER	(SEAL)
GRACE MCPHERSON JANNEY	(SEAL)
MARY C. MCFARLAND	(SEAL)
MARY D. HENDERSON	(SEAL)
ELLEN C. LOMBARD	(SEAL)

DISTRICT OF COLUMBIA, SS:

I, George E. Terry, a Notary Public in and for the District of Columbia, do hereby certify that Lucy Wheelock, Annie Laws, Patty S. Hill, Mary C. McCulloch, Catharine R. Watkins, Stella L. Wood, Almira M. Winchester, Grace McP. Janney, Mary C. McFarland, Mary D. Henderson and Ellen C. Lombard, parties to a certain certificate of incorporation bearing date on the 24th day of May, 1919, and hereto annexed, personally appeared before me in said district, the said Lucy Wheelock, Annie Laws, Patty S. Hill, Mary C. McCulloch, Catharine R. Watkins, Stella L. Wood, Almira M. Winchester, Grace McP. Janney, Mary C. McFarland, Mary D. Henderson and Ellen C. Lombard, being personally well known to me as the persons who executed the said certificate of incorporation, and acknowledged the same to be their act and deed.

Given under my hand and seal this 24th day of May, 1919.

GEORGE E. TERRY,

*Notary Public, D. C.*

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A meeting of the Board of Incorporators was held Monday, May 26, 1919, at 3:30 P. M. On motion, duly made and seconded, Miss Watkins was made chairman, and Miss Winchester, secretary, of the Board.

The chairman reported that the certificate of incorporation had been duly filed with the Recorder of Deeds for the District of Columbia, and on motion a copy thereof was directed to be spread on the minutes of this meeting.

The following waiver of notice of this meeting was read and directed to be spread on the minutes:

INTERNATIONAL KINDERGARTEN UNION

WAIVER OF NOTICE

FIRST MEETING OF INCORPORATORS

We, the undersigned, being all the incorporators named in the Certificate of Incorporation of the corporation above named, organized under the laws of the District of Columbia, DO HEREBY WAIVE NOTICE of the time, place and purpose of the first meeting of the said corporation, and do fix the 26th day of May, 1919, at 3:30 o'clock in the afternoon, as the time, and the Bureau of Education as the place of the first meeting of the incorporators of

said corporation, and we do consent to the transaction of such business as may come before said meeting.

LUCY WHEELLOCK  
ANNIE LAWS  
PATTY S. HILL  
MARY C. McCULLOCH  
CATHARINE R. WATKINS  
STELLA L. WOOD  
ALMIRA M. WINCHESTER  
GRACE McPHERSON JANNEY  
MARY C. McFARLAND  
MARY D. HENDERSON  
ELLEN C. LOMBARD

Dated May 24th, 1919.

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Upon motion duly made and seconded and by the unanimous vote of all present, the following resolution was adopted:

Resolution reciting corporate organization to succeed unincorporated organization.

WHEREAS, The International Kindergarten Union has taken proper action authorizing its officers to turn over all of its property, assets, monies, accounts receivable, unpaid dues, and the books and records of the organization, in consideration of this corporation assuming all of the debts and liabilities of said Union, now, therefore, be it

RESOLVED, That all members, Active, Associate, and Honorary, and all Branches are hereby declared to be members of this corporation in the same manner and to the same effect as they are now members in the unincorporated association, and

RESOLVED, That this corporation accept the said assignment and transfer of all assets, monies, accounts receivable, unpaid dues, and the books and records of the unincorporated association and in consideration thereof this corporation assumes and agrees to pay all debts or liabilities of the unincorporated association;

RESOLVED, That the action of the said unincorporated association in the selection of Topeka, Kan., as the place of the annual meeting of the International Kindergarten Union in 1920 is hereby approved and adopted as the action of this corporation.



Upon motion, duly made and seconded and by the unanimous vote of all present, the following By-Laws were adopted:

## BY-LAWS OF THE INTERNATIONAL KINDERGARTEN UNION

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### ARTICLE I

#### NAME

The name of this organization shall be the International Kindergarten Union.

### ARTICLE II

#### PURPOSE

The purpose of this organization shall be to gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active co-operation all kindergarten interests, to promote the establishment of kindergartens, and to elevate the standard of the professional training of the kindergartner.

### ARTICLE III

#### MEMBERSHIP

Section 1. *Active Membership.* Any society whose purpose is to promote the kindergarten movement shall be eligible to active membership in the Union, and shall be entitled to representation by one delegate at large and one additional delegate for each twenty-five members (until the limit of seventeen be reached), with power to vote. The six general officers and members of special and standing committees shall be enrolled as active members during their term of office. Members who are not delegates may be present at all meetings of the Union, may take part in all discussions, but, unless otherwise entitled, shall not introduce motions nor vote.

Section 2. *Associate Membership.* A society composed exclusively of undergraduates of any kindergarten training school shall be admitted to associate membership as an associate branch society. Individuals shall also be admitted to associate membership. Such associate members and branch societies may attend all meetings, may participate in discussions, but shall not have power to vote.

Section 3. Membership in the Union shall be subject to the approval of the Executive Board.

Section 4. *Honorary Membership.* Honorary members may be elected by the Union, upon recommendation of the Executive Board, for important service and valuable aid rendered the kindergarten movement. Names may be presented to this Board by officers or delegates. Such members shall be given all the privileges of active membership.

## ARTICLE IV

### STATE ORGANIZATIONS

Section 1. State organizations, to be known as State Kindergarten Associations, shall be formed in each state, whenever practicable, to be composed of branches of the Union, both active and associate, and of such active and associate members as are represented in the state, together with such organizations and individuals as may be designated by the State Executive Committee.

Section 2. The purpose of such State Associations shall be to unite more closely the kindergarten interests in each state and to provide a medium for the investigation of kindergarten conditions and the promotion and extension of kindergarten interests by adequate publicity, education, and legislation.

Section 3. The constitution of a State Kindergarten Association shall contain nothing that will conflict with the constitution of the International Kindergarten Union.

## ARTICLE V

### DUES

Section 1. A society numbering fifty members or less may become a branch of the Union upon payment of \$5 per year. This payment must be accompanied by an annual report.

Section 2. A society numbering more than fifty members and less than seventy-five may become a branch of the Union upon payment of \$7.50 a year. A society numbering from seventy-five to one hundred members, inclusive, may become a branch of the Union upon payment of \$10 a year.

For every additional fifty members in the society, \$2.50 additional shall be paid annually, with a limit of \$25.

All dues must be accompanied by an annual report.

Only such societies as have paid dues shall be entitled to delegates.

Section 3. Each State Kindergarten Association may become a member of the International Kindergarten Union, subject to the approval of the Executive Board, upon the payment of \$3.00 a year.

Section 4. An undergraduate society may become an associate branch upon payment of \$5 a year. This payment must be accompanied by an annual report.

Individuals may become associate members of the Union upon payment of \$1 per year.

Section 5. The payment of dues must be made on or before January 1 of each year.

Section 6. A society or individual joining the Union on or after November 1 of any year shall not be required to pay dues until January 1 of the next ensuing year.

Section 7. Any society or individual remaining in arrears for dues six months after notice of such indebtedness has been sent by

the Treasurer may be dropped from the list of membership, provided two notices of arrears have been sent.

Section 8. The payment of \$25 at one time shall hereafter constitute associate life membership, and shall exempt a member from further payment of dues.

Upon recommendations of the Executive Board for active service rendered, an associate life member may become an active life member.

Section 9. Branches in foreign countries too remote to permit of regular attendance at annual meetings, shall be admitted to active membership on payment of annual dues of \$1.00.

Section 10. Honorary members shall be exempt from the payment of all dues.

## ARTICLE VI

### OFFICERS AND DELEGATES

Section 1. The officers of the Union shall be a President, two Vice-Presidents, a Recording Secretary, a Corresponding Secretary, who shall also be the Treasurer, and an Auditor.

The duties of these officers shall be such as usually pertain to such officers.

Section 2. These officers shall be elected by ballot at the annual meeting of the Union, and shall hold office for one year, or until their successors shall be elected.

A majority of those entitled to vote and voting shall constitute an election.

Section 3. At each annual meeting a nominating committee shall be appointed by the Executive Board, the duty of which shall be to prepare a list of officers to be balloted for at the next annual meeting. The nomination of this committee shall be transmitted to the Corresponding Secretary three months before the annual meeting, if possible, and by the Secretary to all who are entitled to vote. Branches of the Union may recommend any other person or persons for any of the offices, provided the consent of such persons is obtained, and such recommendation must be sent to the Secretary one month before the annual meeting. The Secretary shall then prepare ballots for use of the convention, with names of all nominees printed thereon, and such ballot shall be the official ballot.

Section 4. The general officers, members of special and standing committees, delegates from branches, honorary and active life members, shall be entitled to vote at the regular meetings of the Union.

Section 5. The President or Chairman of the State Kindergarten Association or her alternate, together with the two delegates appointed by the State Executive Committee, shall represent the State Kindergarten Association at the annual meetings of the International Kindergarten Union and shall be considered as active members of the Union during their term of office and entitled to vote at all regular meetings of the Union.

## ARTICLE VII

### COMMITTEES

Section 1. The six general officers shall be the Directors of the Union, and shall be designated as the Executive Board, of which the President shall be chairman, to transact the necessary business of the Union and to act in emergencies. Three members shall constitute a quorum.

Section 2. The Executive Board shall appoint each year, when possible, a corresponding secretary from each foreign country in which is located one or more branches of the International Kindergarten Union. It shall be the duty of these corresponding secretaries to gather together matters of interest connected with the kindergarten movement in their respective countries and transmit same to the International Kindergarten Union through its Corresponding Secretary or Chairman of Committee on Foreign Correspondence to be presented at the annual meeting. The Corresponding Secretary of the Union shall forward to the foreign corresponding secretaries such reports, pamphlets and matters of interest as shall keep them informed with regard to the work and progress of the International Kindergarten Union.

Section 3. An Advisory Committee of ten shall be appointed by the President, subject to the approval of the Executive Board, whose duty it shall be to confer and advise with the officers and assist the Executive Board in devising and carrying out plans to promote the general good of the Union.

Section 4. The Executive Board shall appoint a committee, subject to the approval of the United States Commissioner of Education, to be designated the Bureau of Education Committee, to be the active medium of coöperation of the International Kindergarten Union with the United States Bureau of Education.

Section 5. *Program Committee.* This committee shall consist of the Executive Board and the chairman of the local committee where the ensuing convention is to be held. The work of this committee shall be to prepare and arrange the program of the annual convention of the Union. One half-day session shall be devoted to a business meeting. The decisions of this committee shall be subject to the majority of its membership.

Section 6. Reports of branches shall be included, whenever practicable, in one general or several sectional State reports in which all matters of interest and progress in the State shall be noted. The selection of reporting delegates shall be made by the State Kindergarten Associations where such associations exist, except when otherwise provided for.

Section 7. The President shall provide for such standing and other special committees from time to time as may be needed to facilitate the work of the Union, subject to the approval of the Executive Board.

## ARTICLE VIII

### MEETINGS

Section 1. The meetings of the Union shall take place annually, the time and place to be presented at the convention by a special committee appointed for the purpose, the decision to be made by the majority vote of the delegates present. If for any reason not determined at the time of the convention, the Executive Board shall have power to make necessary arrangements for place and time of meeting. Fifteen members of the Union shall constitute a quorum.

Section 2. The International Kindergarten Union shall appoint representatives to attend the National Education Association meeting during each year. It shall keep in close touch with the Kindergarten Department of the Association, by exchange of reports and shall make every effort through its Executive Board to have a full attendance, and to promote and assist in every way possible the work of the department.

Section 3. To secure suitable arrangements for the annual meeting a local committee from the place of meeting shall be appointed to act in concert with the Executive Board in arranging for the conduct and general interest of the meeting.

Section 4. When so ordered by the Union the minutes of the meeting and papers of the convention shall be edited and published by a committee appointed by the President, of which the Recording Secretary shall be the chairman. Their report of the Union, when so ordered published, shall be ready for distribution to members of the Union not later than six months if possible.

\* Copies shall be distributed to branch societies in proportion to representation by delegates, one for each twenty-five members, until the limit of seventeen be reached.

Branches in foreign countries paying annual dues of \$1.00 shall receive two copies of the annual report, unless additional copies are authorized by the Executive Board.

Associate members shall receive copies of the reports.

Extra copies may be ordered and paid for at rates fixed by the Executive Board, provided due notice has been given.

Section 5. Roberts' "Rules of Order" shall be the authority in parliamentary procedure.

## ARTICLE IX

### AMENDMENTS

The foregoing By-Laws may be amended at any annual meeting of the Union by a two-thirds vote of those present entitled to vote and voting, provided notice of such amendment has been appended to the call of the meeting or, without such previous notice, the Consti-

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\* When the membership dues of a society reach the limit of \$25, as Article V, Section 2, further copies of the printed reports can be purchased as stated in last clause of Article VIII, Section 4.

tution may be amended at any annual meeting by the unanimous vote of those present entitled to vote and voting.

#### STANDING RULES

I. All bequests and life membership dues shall be set aside as an investment fund. The Executive Board shall be authorized to draw upon such fund only in case of great emergency.

II. No appropriations shall be voted from the floor which have not first been approved by the Executive Board.

III. The Executive Board may allow a reasonable compensation to the officer holding the position of Corresponding Secretary and Treasurer in view of the nature and responsibility of the work involved, and of the tax upon time and resources made necessary in order to accomplish it properly—the amount to be determined by the Executive Board.

IV. Chairmen of Committees anticipating the incurring of expense shall first submit an estimate of the amount involved and obtain the approval of the Executive Board before making the proposed expenditure.

V. (a) In connection with the annual meeting, the International Kindergarten Union shall pay for all notices to branches including invitations, tickets for delegates, preliminary programs authorized by the Executive Board, printing of ballots and traveling expenses of the six general officers—President, two Vice-Presidents, Recording Secretary, Corresponding Secretary and Treasurer, and Auditor; and all expenses of six general officers to one Board meeting.

(b) The local committee shall be expected to assume all expenses of a local character, including halls for all meetings, badges and the final program as arranged by the Executive Board; also to provide entertainment for members of the Executive Board and for such special guests as are recommended by the Executive Board.

VI. These standing rules may be amended, suspended or rescinded at any regular meeting of the International Kindergarten Union by a majority of those present entitled to vote and voting, providing a notice has been sent with the call for the meeting, or without such notice by a two-thirds vote of those present and voting.

The meeting thereupon proceeded to the election of officers,  
and the following were duly elected directors and officers:

**President**

MISS CAROLINE D. ABORN  
Department of Education  
Mason St., Boston, Mass.

**First Vice-President**

MISS JULIA WADE ABBOT  
Bureau of Education  
Washington, D. C.

**Second Vice-President**

MISS LUCY E. GAGE  
State Normal School  
Kalamazoo, Mich.

**Recording Secretary**

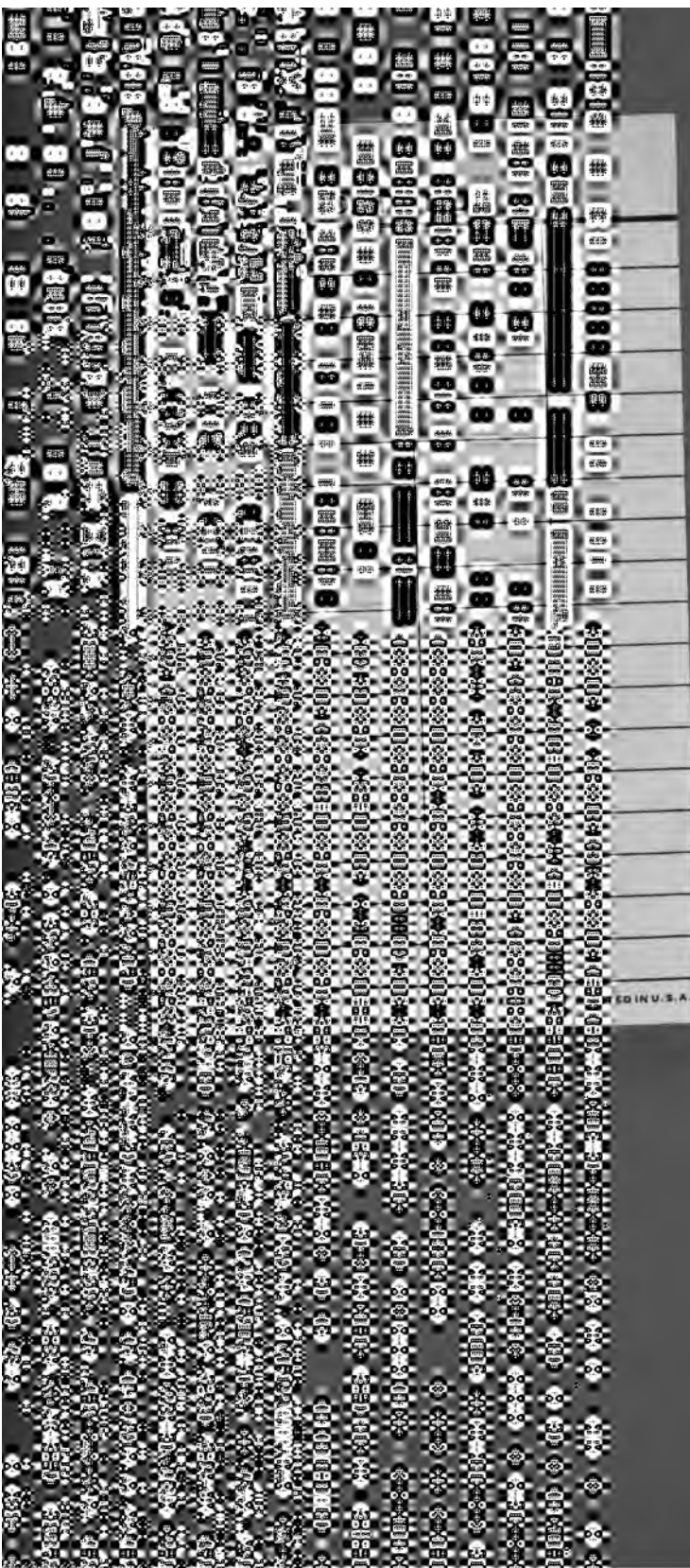
MISS ELLA RUTH BOYCE  
Board of Education  
Pittsburgh, Pa.

**Corresponding Secretary and Treasurer**

MISS MAY MURRAY  
Editor "The Kindergarten and First Grade"  
Springfield, Mass.

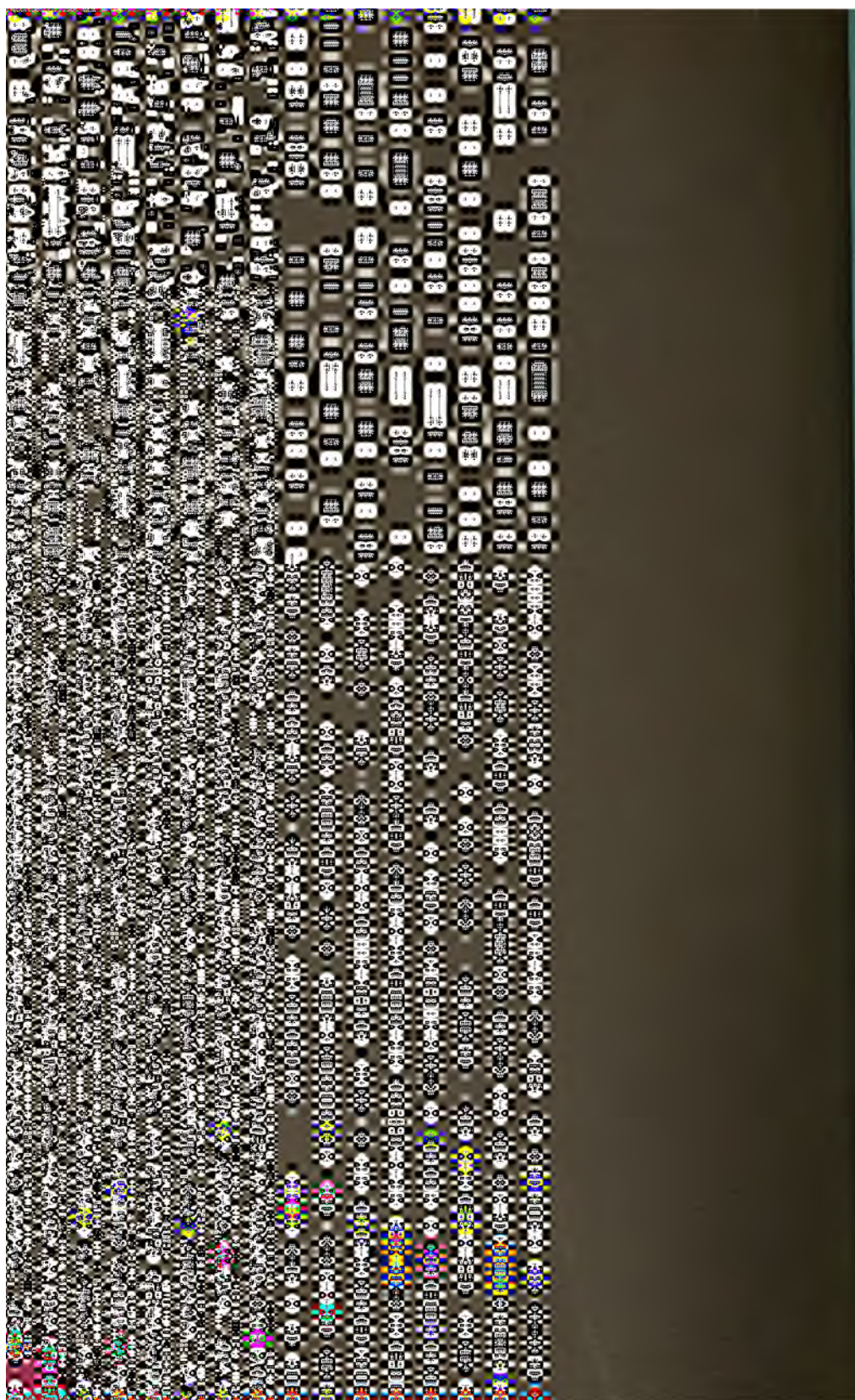
**Auditor**

MISS KATHERINE MARTIN  
School of Education, University of Chicago  
Chicago, Ill.



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